



Cefr-Based Mahara Al-Kitabah Competencis in Class V Textbooks at Madrasah Tsanawiyah Level in Indonesia

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Abstract

In Indonesia, the achievement standards for learning Arabic in Maharah Al-Kitabah are core competencies and basic competencies in each sub- and sub-sab in the teaching materials used, while in international forums the reference used is the Common European Framework of Reference for Language (CEFR). Competency standards are divided into several levels and can be modified according to the level of ability of students. In addition, the CEFR is also equipped with an assessment instrument to measure the development of students' abilities in all language skills, namely maharah istima', kalam, qiroah, kitabah. This study aims to examine CEFR-based maharah al-kitabah competencies in Arabic textbooks for class VII at the Tsanawiyah Madrasah level. This research is a qualitative research using a descriptive analysis approach that uses documentation to collect data. The results of this study are: the achievement of maharah al-kitabah class VII at the madrasah tsanawiyah level is at level B1.

Keywords: maharah al-kitabah, madrasah tsanawiyah, CEFR.

PRELIMINARY

In the international arena, the Common European Framework of Reference for Language (CEFR) has become a reference framework for foreign language learning that has been widely used in the 20th century. This is because the CEFR has been implemented as a foreign language learning framework in various countries, such as Canada, (Alderson, 2017), Malaysia, (Arnott et al., 2017) Sweden, (François et al., 2016) CEFR is the favorite foreign language

learning framework because it is a clear and accessible framework in the form of curriculum, exams and textbooks. CEFR competency standards are divided into several levels and can be modified according to the student's ability level. Apart from that, CEFR is also equipped with assessment instruments to measure the development of students' abilities in all language skills, namely maharah istima', kalam, qiroah, kitabah. (Suaibah et al., 2022)

In Indonesia, Arabic language learning has started to be taught from grade 1 at Madrasah Ibtidaiyah to tertiary level. (Nurdianto & Ismail, 2020) In the learning process, schools or educational institutions use Arabic language textbooks which are equipped with core and basic competencies consisting of 4 maharah language in each sub-chapter, including maharah al-kalam. This competency is the reference for teachers in the Arabic language learning process.

Writing is a skill that cannot be separated from other aspects of language. He influences and is influenced. The experience and input gained from listening, speaking and reading will provide a valuable contribution to writing. Vice versa, what is gained from writing will also influence the other three types of language skills. However, writing has attributes that differentiate it from other language skills. His dynamic, creative, productive nature and ability to combine words in written form gives a unique impression in terms of style, medium and variety of language used.

When viewed from the perspective of proficiency in Arabic, writing can be considered a very complex activity. This is because writing requires the ability to organize and organize ideas in a structured and logical manner, apart from that, writing also requires skills in composing writing in various written language styles and various

writing rules. (Munawarah & Zulkiflih, 2021) so it is important for us to understand the goals and principles of learning writing skills, as well as using appropriate learning techniques, to help students understand the material and achieve the goals of learning writing skills (maharah kitabah)

Method

The research method used in this study is library research with a qualitative approach. The data analysis method used is a descriptive analysis method, which involves selecting and clarifying the main points contained in the Arabic language curriculum document at the Tsanawiyah madrasah level which is adapted to the CEFR document. Learning Arabic in Indonesia is an alternative to the many methods that have been tried. (Riyadi, 2020) The unification of the Arabic language learning curriculum in Indonesia is important, because there is no measuring instrument that has been agreed upon by Arabic education and teaching institutions to measure The level of mastery. The potential for Arabic language in Indonesia is very large. It is hoped that the Arabic CEFR can answer the challenges in teaching Arabic in Indonesia, both for academic and special purposes. (Nurdianto & Ismail, 2020b)

Research And Discussion

RESULTS AND DISCUSSION

CEFR-Based Al-Kitabah Competency

The Common European Framework of Reference for Language (CEFR) is a standard for describing language proficiency that has been recognized internationally. Currently, CEFR has spread throughout Europe and even throughout the world as an accurate reference standard for measuring a person's level of foreign language proficiency, starting from the level of basic to master. In addition, many entrepreneurs and educational institutions use the CEFR framework to design teaching and assessment materials.

CEFR explains in detail the criteria for achieving 4 language skills which are then divided into 2 categories, namely Receptive Skills: Listening (Maharatul Istima') and Reading (Maharatul Qira'ah), and Productive Skills: Speaking (Maharah Kalam) and Writing (Maharatul Kitabah).

There is also a level of foreign language mastery determined by CEFR, namely: A1, A2, B1, B2, C1, C2. This levelization is oriented towards defining the competency profile of Arabic language students in four language skills, namely maharatul istima', kalam, qira'ah and kitabah so that students have a program and record of study progress in four types of language

skills, including maharah al-kalam. In implementing this standardization, it is necessary to have international standard measurement limits.

The following are the Maharah Al-Kitabah competencies in learning Arabic with a description of each level:

Level	Writing Skills (Kitabah)
A1	~ I have the ability to make short and simple postcards, for example to send holiday greetings. ~ I have skills in filling out forms (istimaroh) with personal information, such as recording my name, nationality and address on the hotel registration form.
A2	~ I have the ability to create simple notes and short messages related to matters that require a quick response ~ I have the ability to write very simple personal letters, for example in the form of thanking someone for something.
B1	~ I have the ability to write simple texts related to topics that are common or of interest to individuals.

	~ I have the ability to write personal letters describing my personal experiences and impressions.
B2	~ I have skills in compiling clear and detailed texts on various topics that suit my interests, I am able to write essays or reports that provide information and provide arguments for or against a particular point of view. ~ I have the ability to write letters emphasizing the importance of personal events and experiences.
C1	~ I have the ability to express myself in clear and well-structured writing, able to convey various points of view in depth and detail. ~ I have the ability to write about complex subjects in the form of letters, essays, or reports with a focus on things that are considered important. ~ I am able to choose a style that suits the reader in mind.
C2	~ I am able to write text clearly and fluently in an appropriate style. ~ I have the skills to write complex letters, reports, or

	articles that present cases with an effective logical structure, helping the reader to understand and reminding the important points made. ~ I am able to write summaries and reviews of professional or literary works.
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Maharah Al-kitabah Competency in MTs Tsanawiyah Textbooks

Maharah kitabah is the process of describing letters in clear writing without any ambiguity or doubt while still paying attention to the integrity of the words according to the rules of Arabic writing which have been recognized by native speakers, which in the end can give a certain meaning and significance. (Rathomi, 2020) Maharah kitabah is also the ability to describe or express the contents of thoughts, starting from simple aspects such as writing words to complex aspects, namely composing. Then, forming letters and the skill of expressing thoughts or feelings in written form.

According to Syamsuddin Asyrofi, there are two aspects involved in writing activities, namely the ability to form letters and mastery of spelling, as well as the ability to express thoughts and feelings in written Arabic. (Putra et al., 2023) This means that, despite its complexity, the ability to write has significant benefits as a fundamental

aspect in language activities, especially in supporting the development of children's initiative and creativity. This helps them in finding, collecting, processing and compiling information presented in quality written form.

Practicing students' writing skills involves efforts to develop effective communication. This approach relies on interactive learning between teachers and students, where the importance of effective communication in the learning process is emphasized (Jamilah, 2023). In addition, students who have good writing skills will more easily understand the instructions and material presented by the teacher, both in oral and written form. Therefore, teachers need to have pedagogical competence, expertise in their scientific field, good personality, and care about the social environment as important requirements.

If a teacher wants to train and develop students' skills in writing Arabic texts, (Rathomi, 2020) there are several things that students must know first, namely:

1. Recognize letter symbols correctly, connected and non-joined letters.
2. Understand and be able to distinguish carefully between letters that are close to makhraj (the clear sound of the letter) and have similar shapes.

3. Differentiate between letters that have dots and those that don't.
4. Do not add or subtract letters to words.
5. Pay attention to words that include letters that are spoken but not written or vice versa, written but not spoken.
6. Distinguish between ta' marbutah (ة) and ta' maftuhah (ت), ha' ta'nits (ها) and ha' marbutah ((ة)
7. Write at a reasonable speed, easily while still paying attention to beauty and neatness factors.
8. Pay attention to punctuation.
9. Pay attention to short and long lines, and be able to differentiate between alif lam syamsiyah (ال) and alif lam qamariyah.
10. Can distinguish how to write the letter hamzah at the beginning, middle or at the end of a word ((أ - إ - ئ - و - ء))
11. Pay attention to grammatical structure.
التراكيب النحوية or

Steps in learning the Bible

In the learning of the Bible that will be carried out it should refer to the learning objectives themselves. Amin Santoso revealed that the general aims of learning the Bible are:

1. Copy the sounds of letters, words, phrases and sentences by paying attention to spelling and punctuation.
2. Tell the message in writing in writing.
3. Express ideas in writing. Then each learning stage is adjusted and helps students to master the indicators that have been set.

In principle, the ability to write (maharah kitabah) involves productive and expressive activities in the world of writing. A writer must have skills in utilizing graphology, language structure, and vocabulary. Writing skills are used to record, record, convince, report, convey information, and influence readers. (Munawarah & Zulkiflih, 2021) the goals and objectives of this learning can only be achieved well by students who are able to organize and compose their ideas in writing clearly, smoothly and communicatively. This clarity really depends on the quality of thinking, organization, use and choice of words, and sentence structure.

Maharah al-Kitabah Learning Objectives.

The aim of teaching Arabic writing, as stated by Mahmud Kamil an-Naqah, (Munawarah & Zulkiflih, 2021) can be conveyed with the following statement:

- a. Mastering Arabic letter writing and understanding the relationship

between the shape of the letters and the sounds they represent.

- b. Write Arabic sentences using separate letters and connected letters, paying attention to the differences in letter shapes at the beginning, middle and end of words.
- c. Have the ability to write Arabic clearly and correctly.
- d. Able to write calligraphic copy or copy other texts with greater ease.
- e. Able to write from right to left, according to the direction of writing in Arabic.
- f. Know the use of punctuation marks in Arabic along with instructions for their use.
- g. Understand the principles of imla' (spelling) and recognize the aspects contained in the Arabic language.
- h. Able to translate ideas into sentences using grammar that matches the words used.
- i. Able to translate written ideas using appropriate grammar.
- j. Use the right language style for the title or idea you want to convey.
- k. Writing speed that reflects good language skills, with precise, clear and expressive use.

Then there are objectives for learning writing skills based on level:

1. Beginner level
 - a. Copy simple sentences
 - b. Produce simple writing.
 - c. Make a simple statement.
 - d. Write short paragraphs.
2. Intermediate level
 - a. Write more complex statements and questions.
 - b. Develop paragraphs that have more structure.
 - c. Writing a letter
 - d. Write a short essay
 - e. Make a report.
3. Advanced
 - a. Write more complex paragraphs.
 - b. Produce letters of various types and purposes.
 - c. Develop various types of essays
 - d. Make a report.

Of the three learning objectives for the Bible that have been presented previously, the author believes that the learning objectives based on the views of Mahmud Kamil an-Naqah are the most appropriate and specific according to the

author, because they cover the level aspects better.

Principles in learning maharah al-kitabah

The principles in working on Maharah Al-Kitabah are as follows:

1. It is important to have a clear theme that follows established rules.
2. It is recommended that the theme come from real life or direct experiences of students, such as celebrations, picnics, and the like, or it can also be based on indirect experiences such as pictures, films, or reading results.
3. Teaching insha' (writing sentences starting with the letter hamzah) which is related to the principles (qoa'id) taught from mutholaah (learning materials)
4. Students' work needs to be corrected, because without feedback, students will not realize the mistakes they have made and have the potential to repeat them.
5. The error correction process should be sorted based on its level of importance and should be discussed in a lesson specifically for that purpose.

Standards for Achievement of Maharah Kitabah in Indonesia

The term learning outcomes in Indonesia is used identically for tertiary level educational institutions. However, this term actually does not refer to a specific educational unit. Learning outcomes refer to statements of educational objectives that describe the knowledge, understanding and skills that students are expected to master after completing a learning period.

In the Minister of Education and Culture's Decree (Kepmendikbud) number 958 of 2020 concerning learning outcomes in early childhood education, primary and secondary education, it is emphasized that learning outcomes are the result of the integration of core competencies and basic competencies which are summarized comprehensively in the form of a narrative. The narrative includes a collection of competencies and coverage of material that students must master at each stage of their development in each subject at primary and secondary education levels. In other words, learning outcomes are learning abilities that must be achieved by students at each phase of their development in each subject in primary and secondary schools.

The learning achievement standards mean the minimum learning competencies that students must have after completing learning activities. Thus, because CP is a set

of competencies, in the following description the term that will be used is the basic competencies contained in the Arabic language curriculum at the Madrasah Tsanawiyah level.

In the Arabic language curriculum for Madrasah Tsanawiyah level, it is explained in great detail the basic competencies that students must achieve in each language skill, as well as for the maharah kitabah. Below we attach a table of subject matter and basic competencies of Maharah Kitabah for each level at Madrasah Tsanawiyah.

Table 1. Study Material and Basic Competencies of Maharah Kitabah Madrasah Tsanawiyah Level

Tingkat pendidikan	Materi pembelajaran	Kopetensi dasar maharah kitabah	Tingkat
MTs Kelas VII	التعارف	Menyajikan hasil analisis gagasan dari teks sederhana yang berkaitan dengan tema	B1

		dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal.	
MTs Kelas VII	المرافق المدرسية	- Menyusun teks sederhana yang berkaitan dengan tema dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal.	
MTs Kelas VII	الادوات المدرسية	Menyajikan hasil analisis gagasan dari teks naratif sederhana tentang jenis dan warna yang berkaitan dengan tema dengan	

		memperhatikan bentuk, makna dan fungsi dari susunan gramatikal.	
MTs Kelas VII	العنوان	Menyajikan hasil analisis gagasan dari teks sederhana yang berkaitan dengan tema dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal.	B 1
MTs Kelas VII	البيت	Menyusun teks deskriptif sederhana yang berkaitan dengan tema dengan memperhatikan bentuk, makna dan fungsi dari	B 1

		susunan gramatikal.	
MTs Kelas VII	من يوميات الاسرة	Menyajikan hasil analisis gagasan dari teks naratif sederhana yang berkaitan dengan tema dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal.	B 1

Based on the results of the analysis, it was found that the achievements of Mahara al-Kitabah for MTs class V are in accordance with the competencies at CEFR level B1. Where B1 is included in the initial beginner level which is sufficient for very simple interactions. In writing skills, at this level students are expected to be able to compose simple texts related to themes and be able to apply them.

Conclusion

Overall achievement of maharah al-kitabah for the madrasah tsanawiyah level is in accordance with the CEFR achievement standards. For the achievement of maharah al-kitabah class VII at the madrasah tsanawiyah level, enter level B1 in the CEFR, namely the initial beginner level. It is hoped that the results of this research can provide direction for future researchers, namely universities. so that Arabic language learning, especially at the maharah al-kitabah level, is sustainable at every level and the students' maharah al-kitabah level can continue to develop at every level of education.

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