



NEEDS ANALYSIS FOR THE DEVELOPMENT OF A PRACTICAL ARABIC WRITING SKILLS GUIDEBOOK BASED ON PROJECT-BASED LEARNING FOR ARABIC LANGUAGE AND LITERATURE STUDENTS

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ABSTRACT

Mastering academic writing skills (Maharah Kitabah) is a core competence for Arabic Language and Literature (BSA) students. However, field observations reveal a complete lack of standardized practical handbooks or modules, leaving course delivery reliant solely on semester lesson plans (RPS). This study aims to systematically analyze students' target needs (necessities, lacks, wants) and learning needs regarding the development of a Project-Based Learning (PjBL)-based practical handbook for Maharah Kitabah. The research employed a Research and Development (R&D) approach using the ADDIE framework, strictly focused on the Analysis phase. Participants were selected via total sampling, involving 16 BSA students at STAI Riyadul Ulum Condong Tasikmalaya alongside the course lecturer. Data were gathered through triangulation of a 20-item needs questionnaire (Likert scale and open-ended questions) and in-depth interviews. The findings demonstrate that: (1) 100% of students confirmed the absolute absence of a standardized handbook or module; (2) 93.8% expressed an urgent demand for a project-based practical handbook; (3) Desired textbook features specified by students include step-by-step project guides (93.8%), authentic literary and academic text models (93.8%), peer review worksheets and assessment rubrics (87.5%), and structured writing workflows comprising drafting, peer review, editing, and finalization (81.3%); (4) Students preferred small-group collaborative projects (87.5%) with an ideal duration of 2–3 weeks per chapter (81.3%), targeting authentic published outputs such as literary essay anthologies and digital Arabic bulletins (93.8%). These empirical findings serve as a foundational baseline for designing a structured, measurable, and project-oriented writing handbook.

Keywords: Needs Analysis, Teaching Materials, Practical Handbook, Maharah Kitabah, Project-Based Learning, Arabic Language and Literature.

Pendahuluan

Mastery of Arabic writing skills (Maharah Kitabah) occupies the apex position in the

hierarchy of linguistic competence for students of the Arabic Language and Literature study program at Islamic higher education institutions. As one of the four core pillars of language proficiency (al-khasa'is al-lughawiyah), Maharah Kitabah serves not merely as a medium for expressing ideas in written form, but functions as a primary instrument for constructing academic scholarly works, such as research papers, literary criticism essays, classical text (turath) reviews, and undergraduate theses. (Nugraha et al., 2023). This strategic significance demands that students of Arabic Language and Literature move beyond a theoretical mastery of Arabic grammar to acquire discourse synthesis capabilities, structured critical reasoning, and stylistic sensitivity in Standard Arabic (Fusha). Under Level 6 of the Indonesian National Qualifications Framework (IQF) for bachelor's degree programs, language graduates are targeted to produce scholarly works adhering to national and international benchmarks marked by grammatical precision, academic stylistic coherence, and persuasive argumentation. (Erta Mahyudin et al., 2025).

Attaining ideal academic writing competence within higher education demands the backing of responsive, adaptive, and well-structured curricular components. (Nugraha, Riyadi, et al., 2024). Among various instructional components, printed learning materials in the form of practical guidebooks or standardized modules play a crucial role as a compass for students' independent learning and a control mechanism for attaining Course Learning Outcomes (CLOs). Systematically designed learning materials not only present core subject matter, but also provide a step-by-step framework, authentic discourse samples, and self-assessment instruments that enable students to objectively measure their learning progress. In the context of foreign language acquisition, a practical guidebook acts as a vital scaffolding medium to bridge the gap between theoretical linguistic knowledge and its productive application in authentic discourse. (Widodo et al., 2025).

Nevertheless, empirical findings highlight a significant reality gap in Maharah Kitabah instruction within the Arabic Language and Literature study program at STAI Riyadlul Ulum Condong Tasikmalaya. Initial observations and document tracking demonstrate that no practical manuals, standardized modules, or course materials are currently available for the Writing Skills course. Consequently, lectures depend solely on the Semester Learning Plan (RPS). The lack of a practical guide carries profound ramifications, leaving the learning process and writing performance indicators largely unmeasurable. Instructors encounter major challenges in defining objective evaluation benchmarks for individual student growth, while students navigate the course lacking a clear and systematic roadmap. (Maulana et al., 2026).

This absence of a standardized practical handbook exacerbates a lecture paradigm that tends to be rigid and purely grammar-focused (qawaid-centric). Classroom instruction predominantly focuses on the isolated memorization of syntactic (Nahwu) and morphological (Shorof) rules through drill exercises involving short sentence patterns (jumlah basithah). Consequently, students are rarely exposed to the creative process of composing authentic discourse relevant to the field of Arabic Language and Literature. The psychological and technical ramifications of this

instructional pattern are deeply concerning: students experience severe writer's block and high writing anxiety when prompted to compose Arabic text independently. Furthermore, there is a massive reliance on machine translation tools such as Google Translate (reaching 81.3%), producing rigid literal translations that disregard standard rules of Arabic cohesion and coherence..

Prior scholarly efforts have sought to unpack the challenges of Arabic academic writing in higher education. Notably, a study by Zulva Ulinnuha, Nurhapsari Pradnya Paramita, and Dailatus Syamsiyah (2026), titled 'A Needs Analysis of Al-Kitābah Al-Akādīmiyyah Course for Third-Semester Students of Arabic Language Education' and published in *Abjadiah: International Journal of Education* (Vol. 11, No. 2), demonstrated that students face substantial hurdles in sentence construction, coherent paragraph development, and initiating scientific paper writing. Their findings emphasize students' need for step-by-step writing frameworks, intensive practice, authentic published journal samples, and lecturer-guided integration of AI tools (such as ChatGPT and QuillBot). This study provides critical perspectives on learning needs regarding IMRAD-structured journal articles for Arabic Language Education (PBA) students. (Ulinnuha et al., 2026).

The second study was conducted by Zahrotun Nufus, Amiruddin, Koderi, and Erlina (2024), entitled 'Analisis Kebutuhan Bahan Ajar Maharah Kitabah Siswi Kelas VIII SMP Al-Qur'an' [Needs Analysis of Arabic Writing Skills Learning Materials for Grade VIII Female Students at SMP Al-Qur'an], published in *Pendas: Jurnal Ilmiah Pendidikan Dasar* (Vol. 9, No. 4). This descriptive qualitative study identified a gap in learning materials, wherein 83% of female students experienced difficulty utilizing the existing primary textbook due to its overly advanced language level, and 73% perceived the coverage of Arabic writing skills (Maharah Kitabah) to be highly limited. The needs analysis revealed that 93% of teachers and students reported lacking supplementary books, while 93% strongly agreed on the necessity of developing diverse supplementary writing skill books. The findings of Nufus et al. underscore that the absence of specific supplementary instructional materials serves as a major barrier to mastering Arabic writing skills at the beginner to intermediate levels. (Nufus, 2024).

Additionally, a study by Hastang (2018), entitled 'Upaya Optimalisasi Maharah Kitabah melalui Model Pembelajaran Berbasis Proyek pada Materi Al-Jumlah' [Efforts to Optimize Arabic Writing Skills through a Project-Based Learning Model on Al-Jumlah Topics], published in *Didaktika: Jurnal Kependidikan IAIN Bone* (Vol. 12, No. 1), empirically demonstrated that the implementation of the Project-Based Learning (PjBL) model effectively optimizes students' ability to construct Arabic sentences (jumlah ismiyyah and jumlah fi'liyyah) through collaborative activities and real-object investigations. Although prior studies have addressed needs analysis in academic writing (Ulinnuha et al., 2026), While existing literature has examined academic writing needs analysis (Ulinnuha et al., 2026), supplementary textbook development in secondary schools (Nufus et al., 2024), and PjBL implementation in grammar teaching

(Hastang, 2018), research specifically mapping the needs for a Project-Based Learning practical handbook in Maharah Kitabah designed for Arabic Language and Literature students within Private Islamic Higher Education Institutions (PTKIS) remains absent. The primary novelty of this research resides in providing an in-depth empirical assessment of students' Target Needs and Learning Needs regarding a practical manual structured around published real-world products—such as literary criticism anthologies and digital Arabic newsletters—embedded within the ADDIE Research and Development (R&D) model (Hastang, 2018).

The primary challenge stemming from the disconnect between pedagogical ideals and practical reality at STAI Riyadlul Ulum Condong Tasikmalaya lies in formulating a practical manual draft that addresses the lack of standardized modules while shifting the learning paradigm from a rigid, unmeasurable state to a measurable, product-oriented framework. To tackle this problem, three potential alternatives emerge: (1) modifying the Semester Learning Plan (RPS) with loose worksheets; (2) adopting imported Middle Eastern textbooks; or (3) developing an independent, authentic project-based practical guidebook via an R&D methodology. The first two alternatives present critical limitations: detached worksheets lack structured continuity and risk loss, while imported textbooks frequently suffer from a lack of contextual fit with Indonesian students' cultural nuances and precise academic requirements.

Based on this comparative analysis, the optimal solution selected is to conduct a needs analysis study as the initial phase in the Research and Development (R&D) of a Project-Based Learning (PjBL)-based Practical Guidebook for Arabic Writing Skills (Maharah Kitabah). The choice of the PjBL approach is grounded in constructivist principles that position students as active agents constructing their knowledge through authentic project completion. PjBL systematically facilitates the integration of grammatical mastery with expressive writing skills. Within the framework of the ADDIE (Analysis, Design, Development, Implementation, Evaluation) R&D model, the needs analysis phase constitutes the most fundamental foundation. Developing instructional materials without precisely mapping target needs and learning needs risks producing a book that is speculative, impractical, and incapable of addressing the root causes of classroom learning issues. (Perdana, 2025).

The results of a comprehensive needs assessment among 16 Arabic Language and Literature (BSA) students at STAI Riyadlul Ulum Condong Tasikmalaya yield an in-depth empirical profile of both Target Needs and Learning Needs. In terms of target needs, 100% of students verified that the Maharah Kitabah course lacks standardized practical manuals or modules, leaving lectures dependent solely on the syllabus (RPS). Consequently, 93.8% of respondents strongly advocated for the development of a project-based practical manual to serve as their main study guide. The students identified key desired features for the proposed textbook: step-by-step instructions for project execution (93.8%), authentic model texts tailored to BSA studies—such as literary criticism essays and classical commentary reviews (93.8%), peer review forms paired with objective

grading rubrics (87.5%), and a systematic drafting, peer reviewing, editing, and finalizing workflow (81.3%). (2026).

From the perspective of learning needs, students exhibited a pronounced preference for working collaboratively in small project groups (87.5%), allocating 2 to 3 weeks per chapter or project module (81.3%). Peer interaction in small groups paired with periodic lecturer supervision (93.8%) was viewed as crucial for alleviating writing anxiety and navigating technical language obstacles. In terms of project outcomes, 93.8% of respondents strongly advocated for product-oriented learning focused on published real-world outputs – such as compiling an anthology of Arabic literary essays and launching a digital Arabic newsletter (e-magazine). These quantitative survey results were further validated by qualitative in-depth interviews with the course lecturer, who highlighted that a practical manual provides the necessary standardized framework to ensure writing evaluations are objective rather than subjective or unmeasurable. (Fathurrohman et al., 2026).

Synthesizing field realities, literature reviews, and needs assessment findings, this study delineates its core research questions into three main dimensions. First, it analyzes the Target Needs profile (comprising necessities, lacks, and wants) of Arabic Language and Literature (BSA) students at STAI Riyadlul Ulum Condong Tasikmalaya toward the development of a Maharah Kitabah practical manual. Second, it investigates students' Learning Needs regarding project-based instructional strategies, collaborative task structures, time distribution, and effective Arabic manuscript revision processes. Third, it constructs a comprehensive, systematic, and measurable draft framework for a Project-Based Learning Maharah Kitabah Practical Guidebook derived from the empirical needs analysis. (Heryadi et al., 2025).

In line with these research questions, the objectives of this research are structured to yield fundamental insights into Arabic teaching material development within higher education contexts. First, the study intends to conduct an in-depth and systematic analysis of the target needs profile (necessities, lacks, and wants) of 16 BSA students at STAI Riyadlul Ulum Condong concerning a standardized Maharah Kitabah practical manual. Second, it strives to identify and map student learning needs preferences under an authentic project-based paradigm – including collaborative group dynamics, drafting and peer revision processes, and targeted publication deliverables. Finally, this research culminates in establishing scholarly guidelines and a structured draft framework for a PjBL-based Maharah Kitabah Practical Guidebook, providing an empirical foundation for future material design and development stages (Maharani & Prastika, 2026a).

The implications of this research span two major domains: theoretical and practical contributions. From a theoretical perspective, the study enriches the scholarly discourse on Arabic pedagogy (*tariqah tadris al-lughah al-'arabiyyah*) by synthesizing Hutchinson and Waters' needs analysis model with the instructional syntax of Project-Based Learning within higher education. From a practical standpoint, this study yields

direct benefits for course lecturers in formulating objective, standardized, and measurable writing assessment rubrics (Nugraha, Bahar, et al., 2024). For students, this research provides a vital foundation for developing a practical manual that enhances self-efficacy, alleviates writing anxiety, and stimulates the publication of Arabic literary scientific works. For the leadership of the BSA Study Program and the LP2M at STAI Riyadlul Ulum Condong, the study's insights offer an operational policy framework for quality assurance in R&D-driven learning materials.

To prevent misinterpretation, several key terms in this study are operationally defined as follows. *Maharah Kitabah* (Arabic writing skills) is defined as students' productive proficiency in expressing academic ideas, thoughts, and analyses in written Modern Standard Arabic (Fusha) that adheres to syntactic, morphological, and textual cohesion conventions. A *Practical Guidebook* is defined as structured printed learning material serving as an operational guide for independent and collaborative study, equipped with step-by-step instructions, authentic text models, and measurable evaluation tools to replace exclusive reliance on a standalone syllabus (RPS). *Project-Based Learning* (PjBL) is defined as a constructivist instructional model that organizes the course structure around completing authentic projects oriented toward published real-world outputs. *Needs Analysis* is defined as a systematic scientific inquiry to identify gaps between actual instructional realities and expected ideal conditions, encompassing the mapping of Target Needs (necessities, lacks, and wants) (Kafi, 2026).

METODE

This study is a Research and Development (R&D) project adhering to the ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional design model developed by Branch. In accordance with the focus and scope of the study, the execution of this research is specifically delimited to the first stage, namely the needs analysis phase (Analysis phase / Needs Analysis). Methodologically, focusing on this needs analysis phase aims to establish a precise and factual empirical foundation regarding the target needs profile and learning needs before proceeding to the design and development stages of the practical handbook draft. The research approach employs a combination of descriptive quantitative and qualitative analyses to provide a holistic, in-depth, and comprehensive depiction of the instructional realities of the Writing Skills (*Maharah Kitabah*) course at the higher education level (Suparni & Nasution, 2025).

The research subjects were determined using a Total Sampling (saturated sampling) technique, involving the entire population of active students in the Arabic Language and Literature (BSA) study program at STAI Riyadlul Ulum Condong Tasikmalaya during the 2025/2026 Academic Year enrolled in the Arabic Writing Skills (*Maharah Kitabah*) course, totaling 16 third-semester students. Selecting the entire population aimed to ensure that the gathered needs analysis data accurately reflected the perceptions and actual conditions of all students without sampling bias. In addition to students, crucial qualitative data were obtained directly from the course instructor of *Maharah Kitabah* in the BSA study program, who provided in-depth insights into the

objective execution of lectures, the availability of instructional materials, and the pedagogical constraints encountered in the classroom (Timamah et al., 2025).

The data collected in this study encompass two primary types: quantitative data and qualitative data. Quantitative data comprise percentage figures, needs level scores, and frequency distributions of respondents' answers across 18 closed-ended item indicators measured on a five-point Likert scale, ranging from Strongly Agree (score 5) to Strongly Disagree (score 1). These quantitative data provide a measurable overview of the urgency of developing a practical handbook, the current lack of standardized modules, and students' preferences regarding textbook features and project-based assignment frameworks. Meanwhile, qualitative data were gathered as verbal descriptions, narrative insights, and in-depth responses derived from two open-ended questionnaire items and in-depth interviews. These qualitative data serve to reinforce, clarify, and corroborate the psychological background, technical constraints, and explicit expectations of both students and the course instructor (Jailani & Saksitha, 2024).

Data collection techniques were conducted through instrument triangulation, validated for content validity by Arabic language pedagogy experts. The first technique involved administering a Needs Analysis Questionnaire consisting of 20 structured items, comprising 18 closed-ended Likert-scale questions and 2 open-ended questions. The questionnaire was distributed directly to all 16 student respondents to capture comprehensive data regarding target needs dimensions—encompassing necessities, factual lacks, and subjective wants—as well as learning needs dimensions. The second data collection technique comprised In-Depth Interviews conducted in structured and semi-structured formats using an interview guide. In-depth interviews were conducted with the course instructor and student representatives to critically examine the underlying reasons for the absence of standardized practical guidebooks, the impact of exclusive reliance on a standalone syllabus (RPS), and students' psychological dynamics, such as writing anxiety (writer's block) and patterns of machine translation tool usage (Jailani & Saksitha, 2024).

The data analysis techniques employed in this research combine percentage-based quantitative analysis with interactive descriptive qualitative analysis. Quantitative data gathered from the closed-ended survey items were analyzed using the relative frequency formula, $SP = \frac{F}{N} \times 100\%$, wherein SP indicates the percentage score, F represents response frequencies in the Agree and Strongly Agree brackets, and N corresponds to the total sample size (16 participants). The calculated percentages were then categorized systematically based on established qualitative benchmarks: Very High (81%–100%), High (61%–80%), Medium (41%–60%), Low (21%–40%), and Very Low (0%–20%). This quantitative evaluation offers a rigorous empirical measure reflecting student consensus on the urgency of developing a Project-Based Learning practical manual for Arabic writing skills. (Kafi, 2026).

Concurrently, qualitative data obtained from open-ended survey responses and in-depth interview transcripts were subjected to descriptive qualitative analysis adhering to the interactive framework proposed by Miles, Huberman, and Saldaña. This qualitative analytical procedure comprises three interdependent phases. First, data reduction involves condensing, sorting, and categorizing raw verbal data pertinent to the instructional material needs assessment. Second, data display presents the synthesized qualitative insights through narrative matrices and descriptive accounts that corroborate the quantitative percentage metrics. Third, conclusion drawing and verification entails a triangulated synthesis of quantitative questionnaire results and qualitative interview data, establishing a valid baseline for the draft framework and optimal specifications of the PjBL Maharah Kitabah Practical Manual before progressing to the subsequent Design and Development stages.

RESULTS AND DISCUSSION

Target Needs Profile (Lacks, Necessities, and Wants)

Target needs mapping represents the most fundamental instructional foundation within the needs analysis framework for Language for Specific Purposes (LSP) according to Hutchinson and Waters' conceptual model. Target needs analysis aims to precisely identify, measure, and map objective gaps between language learners' actual abilities in the classroom and the ideal competency demands required by higher education curricula. In the context of the Arabic Language and Literature (BSA) Study Program at STAI Riyadlul Ulum Condong Tasikmalaya, this mapping serves as an indispensable empirical baseline prior to advancing to the design and development phases of a project-based Arabic writing skills (Maharah Kitabah) practical guidebook draft (Nugraha, Syakir, et al., 2025).

Maharah Kitabah (Arabic Writing Skill) Course Needs Analysis

No	Target Needs Analysis Indicator	Dimension	Frequency (F)	Percentage (%)	Category
1	Absence of practical books / standardized Arabic Writing Skill (Maharah Kitabah) lecture modules	Lacks	16	100.0%	Very High
2	Difficulty in constructing Arabic sentences into complete and cohesive paragraphs	Lacks	13	81.3%	Very High
3	Massive dependence on automatic translation engines (Google Translate)	Lacks	13	81.3%	Very High
4	Experiencing writing anxiety (writer's block) and fear of syntax/I'rab errors	Lacks	12	75.0%	High

5	Absolute need for academic Arabic writing proficiency for final projects/ theses	Necessities	15	93.8%	Very High
6	Mastery of Nahwu, Shorof, and Mufradat as prerequisites for cohesive paragraphs	Necessities	14	87.5%	Very High
7	Mastery of discourse connectors (Adawatur Robth) for cohesion and coherence	Necessities	14	87.5%	Very High
8	Need for authentic discourse provisioning in Arabic Language and Literature (BSA)	Necessities	15	93.8%	Very High
9	Urgency of Practical Books on Maharah Kitabah based on Project-Based Learning	Wants	15	93.8%	Very High
10	Expectation of providing authentic BSA discourse examples in practical books	Wants	15	93.8%	Very High
11	Need for project worksheets, peer review sheets, and measurable assessment rubrics	Wants	14	87.5%	Very High
12	Expectation of publishing comprehensive PjBL practical books replacing pure syllabus	Wants	15	93.8%	Very High
Average / Summary		-	14.3	89.1%	-

In accordance with Hutchinson and Waters' analytical framework, target needs are categorized into three mutually correlated analytical dimensions: (1) Lacks, which map the actual conditions of deficiencies, linguistic barriers, and the absence of standardized instructional facilities in the field; (2) Necessities, which represent essential academic requirements that students must master to achieve undergraduate qualifications (Indonesian National Qualifications Framework / IQF Level 6) in the Arabic Language and Literature (BSA) Study Program; and (3) Wants, which encompass students' subjective perceptions, expectations, and desires regarding the features, formats, and pedagogical specifications of an ideal practical guidebook. These target needs data were systematically collected through the triangulation of a needs analysis questionnaire instrument (comprising 20 structured question indicators) administered to the entire target population of 16 students (N = 16, total sampling) and corroborated through in-depth interviews with the course instructor (MEINAWATI, n.d.).

The quantitative data summary concerning the frequency distribution and percentage attainment of student target needs indicators is detailed in Table 1 below:

Table 1. Quantitative Synthesis of Target Needs Assessment for Arabic Language and Literature Students (N = 16)
Source: Primary Data, BSA Student Needs Questionnaire, STAI Riyadlul Ulum Condong (2026)

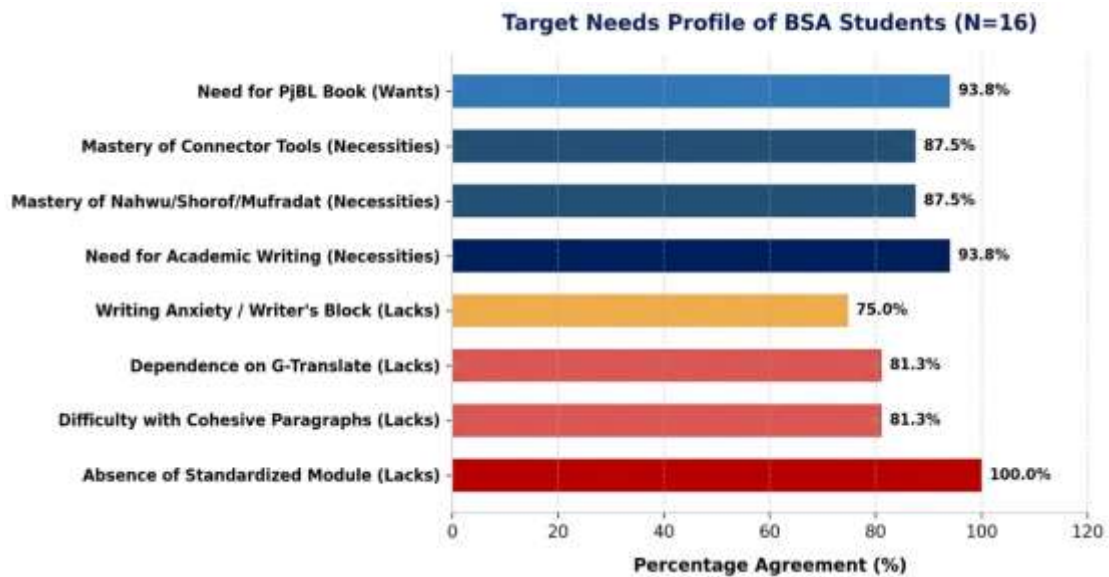


Figure 1. Diagram of the Target Needs Analysis

Profile of BSA Students at STAI Riyadlul Ulum Condong, Tasikmalaya (N = 16)

Based on the empirical data presented in Table 1 and Figure 1 above, an in-depth analysis of the Lacks dimension reveals a critical instructional gap in the field. The indicator regarding the absence of a practical guidebook or standardized module reached an absolute score of 100.0% (16 out of 16 student respondents). All students confirmed that the Arabic Writing Skills (Maharah Kitabah) course has been conducted without a standardized textbook, relying solely on a standalone Semester Learning Plan (RPS) syllabus and unintegrated assignment sheets. This absence of structured printed learning materials has a direct implication on the unmeasurable attainment of writing proficiency indicators. Consequently, the course instructor faces fundamental difficulties in establishing an objective evaluation framework, while students navigate learning without a clear blueprint for discourse development (Nida et al., 2024).

The technical ramifications of this module absence are reflected in the 81.3% of students (13 out of 16) who struggle to construct cohesive paragraphs. Rigid, grammar-centric (qawaid-centric) instruction focused primarily on memorizing syntactic rules leaves students lacking practical skills to integrate Arabic clauses into coherent discourse. As an immediate coping mechanism, 81.3% of students (13 out of 16) reported relying heavily on automated translation engines (Google Translate). This unguided use of machine translation results in rigid, literal compositions plagued by syntactic awkwardness while disregarding Arabic discourse cohesion rules. Psychologically, 75.0% of students (12 out of 16) experience severe writing anxiety (writer's block) and an

overwhelming fear of making syntactic or grammatical case (i'rab) errors when tasked with producing independent discourse (Nida et al., 2024).

Conversely, the analysis of the Necessities domain demonstrates a remarkably high level of academic awareness among BSA students regarding the significance of Arabic writing proficiency. A vast majority of students – 93.8% (15 out of 16) – confirmed that academic Arabic writing skills represent an indispensable requirement for completing coursework, including scientific papers, literary critique essays, classical text (turath) reviews, and undergraduate graduation theses (skripsi). This necessity directly aligns with the mandates of the Indonesian National Qualifications Framework (IQF Level 6). To reach these academic standards, 87.5% of students (14 out of 16) identified mastery of syntax (Nahw), morphology (Sarf), and vocabulary enrichment (Mufradat) as mandatory prerequisites, while 87.5% (14 out of 16) recognized the vital role of discourse connectives (Adawat al-Rabt) in ensuring cohesive text structure. Furthermore, 93.8% of students (15 out of 16) expressed an urgent need for exposure to authentic text models directly relevant to the field of Arabic Language and Literature (2026).

In the Wants domain, students explicitly articulated high expectations for concrete solutions to address the Lacks conditions they experience. Directly correlating with the observed absence of instructional modules, 93.8% of students (15 out of 16) strongly affirmed an urgent need and desire for a Project-Based Learning (PjBL) Arabic Writing Skills (Maharah Kitabah) Practical Guidebook. Students expressed a clear preference for a practical manual providing a step-by-step framework, authentic text models tailored to Arabic Language and Literature (93.8%), as well as structured project worksheets and transparent evaluation rubrics (87.5%). In the open-ended item (Item 20), 93.8% of respondents voiced their primary expectation for the prompt publication of a comprehensive PjBL practical handbook to replace exclusive reliance on a standalone syllabus (RPS). Ultimately, these findings establish an indispensable empirical foundation for the subsequent development phase of the practical guidebook (2026).

Preferred Specifications and Features of the Proposed Practical Guidebook

Effective instructional material design in foreign language curriculum development necessitates clear physical, pedagogical, and technical specifications. Based on the findings from the needs analysis questionnaire and in-depth interviews, students in the Arabic Language and Literature (BSA) Study Program, alongside the course instructor, formulated six core specifications and characteristics that must be incorporated into the draft of the Project-Based Learning Arabic Writing Skills (Maharah Kitabah) Practical Guidebook. These six specifications are designed to directly address the various linguistic and psychological barriers identified in the preceding target needs analysis (Nugraha, Ratna, et al., 2025).

The quantitative summary regarding the percentage of student agreement on the six core pillars of the desired textbook specifications is presented in Table 2 and Figure 2 below:

No	Target Needs Profile / Indicator	Dimension	Percentage (%)
1	Absence of Standardized Module	Lacks	100.0%
2	Difficulty with Cohesive Paragraphs	Lacks	81.3%
3	Dependence on G-Translate	Lacks	81.3%
4	Writing Anxiety / Writer's Block	Lacks	75.0%
5	Need for Academic Writing	Necessities	93.8%
6	Mastery of Nahwu/Shorof/Mufradat	Necessities	87.5%
7	Mastery of Connector Tools (Adawatur Robth)	Necessities	87.5%
8	Need for PjBL Book	Wants	93.8%
Average Agreement Percentage		-	87.5%

Table 2. Summary of the Specifications and Characteristics of the Desired Textbook as Reported by Students (N = 16)

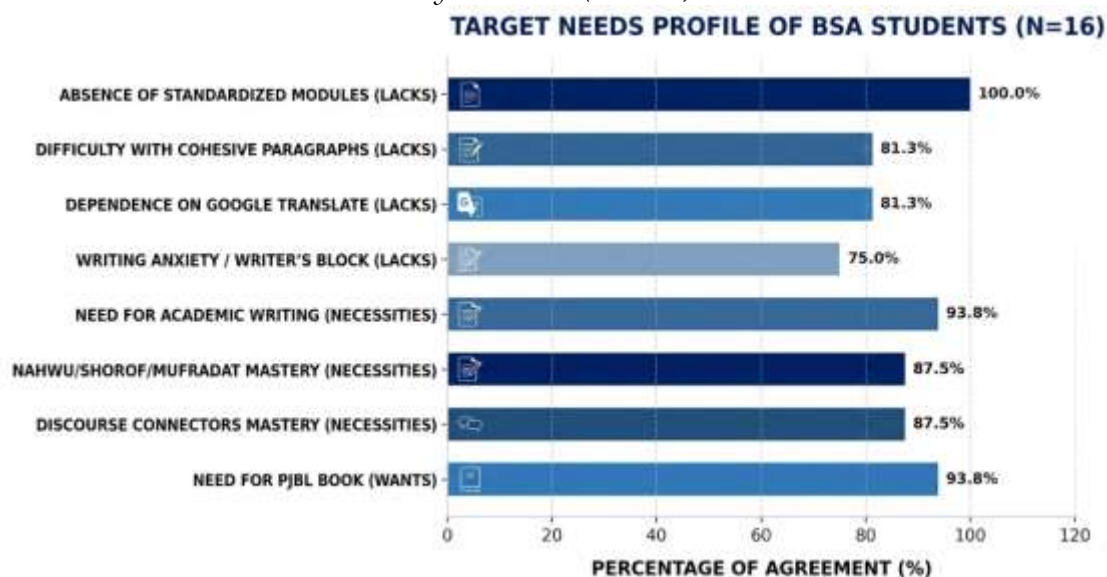


Figure 2. Diagram of the Specifications and Characteristics of the Textbook Desired by BSA Students (N = 16)

A detailed elaboration of each textbook specification desired by students is presented systematically as follows:

First, Implementation of Step-by-Step Procedural Manuals for Project Execution (93.8%). Learners demand clear, systematic instructions within each section of the practical guidebook. This procedural roadmap covers essential operational stages: brainstorming writing concepts, drafting discourse outlines (mind mapping), sourcing authentic references, constructing topic sentences, and systematically drafting consecutive paragraphs. Serving as structural procedural scaffolding, these guidelines help students overcome initial ideational stagnation (writer's block) (2026).

Second, Provision of Field-Specific Authentic Text Models for Arabic Language and Literature (93.8%). Students explicitly stipulated that the practical manual must no longer consist of rigid, isolated sentence exercises, but should instead present complete authentic discourse exemplars relevant to the BSA discipline. These authentic texts encompass Arabic literary criticism essays, classical book (turath) reviews, academic research papers, and digital Arabic newsletter articles. Serving as discourse models, these authentic texts enable students to analyze grammatical structures, stylistic variations (uslub), and cohesive networks prior to producing similar texts independently.

Third, Provision of Integrated Project Worksheets and Peer Review Instruments (87.5%). The anticipated practical guidebook should be integrally equipped with operational task worksheets and peer review sheets. These peer evaluation sheets facilitate students in systematically cross-checking their peers' writing drafts based on explicit linguistic indicator guidelines, such as grammatical inflection (i'rab) accuracy, punctuation and mechanics (imla') consistency, and discourse connective (adawat al-rabt) cohesion. This structural inclusion shifts the evaluation paradigm from a purely lecturer-centered approach toward a collaborative and participatory assessment model. (2026).

Fourth, Provision of Measurable and Transparent Writing Performance Evaluation Rubrics (87.5%). Students require explicit and objective evaluation criteria. The assessment rubrics within the practical manual are structured across four primary assessment domains with proportional weighting: (1) Syntactic/Grammatical Inflection (I'rab) and Morphological Accuracy (30%); (2) Textual Cohesion and Application of Discourse Connectives (Adawat al-Rabt) (25%); (3) Vocabulary (Mufradat) Richness and Stylistic (Uslub) Appropriateness (25%); and (4) Orthographic Mechanics, Spelling (Imla'), and Punctuation Precision (20%). The transparency of these rubrics enables students to independently monitor their learning progress.

Fourth, Implementation of Standardized and Transparent Writing Evaluation Rubrics (87.5%). Learners necessitate well-defined and objective grading criteria. The evaluation rubrics in the practical guidebook are designed around four main assessment domains with balanced weightings: (1) Syntactic (I'rab) and Morphological Precision (30%); (2) Discourse Cohesion and Cohesive Device (Adawat al-Rabt) Integration (25%); (3) Lexical (Mufradat) Variety and Stylistic (Uslub) Nuance (25%); and (4) Mechanical Mechanics, Orthography (Imla'), and Punctuation Accuracy (20%). This assessment

transparency empowers students to self-assess and track their writing development autonomously.

Sixth, Integration of Comprehensive Project-Based Learning Syntax to Replace Standalone RPS (93.8%). The seamless integration of Project-Based Learning (PjBL) syntax into the structure of the practical manual serves as a crucial solution to transform the instructional paradigm from an unmeasurable framework into a structured, communicative, project-based course oriented toward published real-world products.

Learning Needs Profile and Project-Based Learning (PjBL) Pedagogical Strategies

The learning needs dimension maps students' perceptions and preferences regarding how the Arabic Writing Skills (Maharah Kitabah) learning process should be organized, conducted, and evaluated both inside and outside the classroom. This framework focuses on instructional strategies, patterns of social interaction, task time management, and the types of final deliverables considered most effective and highly motivating for students. (Fathurrohman et al., 2026).

The implementation of the Project-Based Learning (PjBL) model is grounded in constructivist learning principles that position students as active, meaningful producers of authentic work. The empirical data summary regarding student learning needs preferences is presented in Table 3 and Figure 3 below:

Analysis of Student Preferences for Project-Based Learning Implementation (N=16)

No	Learning Needs Indicators & PjBL Strategies	Frequenc y (F)	Percentage (%)	Categor y
1	Preference for Collaborative Small Group Work (3–4 Students per Group)	14	87.5%	Very High
2	Ideal Project Duration Allocation (2–3 Weeks per Chapter/Project Cycle)	13	81.3%	Very High
3	Importance of Regular Discussion & Mentoring Sessions by Lecturers at Each Stage	15	93.8%	Very High
4	Tangible Final Product Orientation: Published Anthology of Arabic Literary Essays	15	93.8%	Very High
5	Tangible Final Product Orientation: Interactive Arabic Digital Bulletin (E-Magazine)	15	93.8%	Very High
Average / Summary		14.4	90.0%	-

Table 3. Summary of Learning Needs and Project-Based Learning (PjBL) Strategies (N = 16)
Source: Primary Data from the Student Needs Analysis Questionnaire Administered to BSA Students at STAI Riyadlul Ulum Condong (2026)

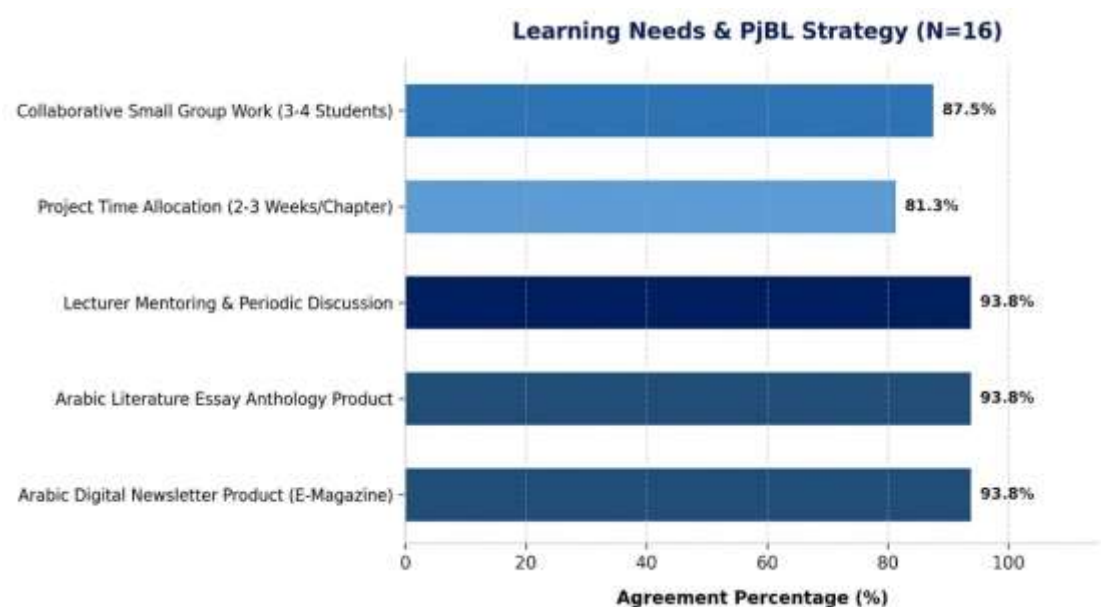


Figure 3. Diagram of Learning Needs and Project-Based Learning (PjBL) Strategies (N = 16)

A detailed discussion concerning the four primary dimensions of student learning needs is elaborated as follows:

1. Collaborative Small-Group Work Strategy (87.5%). A total of 87.5% of students (14 out of 16) decisively favored working collaboratively in small groups (3 to 4 students) over purely individual assignments. Small-group work fosters a supportive learning atmosphere where students can exchange ideas, deliberate on lexical choices (*mufradat*), and peer-edit one another's draft manuscripts. Peer interaction within these small groups is psychologically effective in reducing language anxiety and elevating student self-confidence. (2026).

2. Project Management and Time Allocation Strategy (81.3%). Regarding project duration, 81.3% of students (13 out of 16) agreed that an ideal timeframe spans 2 to 3 weeks to complete a single project cycle or writing chapter. This adequate duration provides students with sufficient opportunity to conduct authentic literature searches, draft initial outlines, engage in group peer review sessions, and carry out editing and finalization without feeling overwhelmed by rushed deadlines.

3. Role of the Lecturer as a Facilitator and Periodic Supervision (93.8%). A total of 93.8% of students (15 out of 16) underscored the critical importance of periodic discussion and guidance sessions with the course instructor at every phase of project execution. Within the PjBL framework, the lecturer's role shifts from a traditional sole instructor (*sage on the stage*) to a facilitator, mediator, and linguistic consultant (*guide on the side*). The instructor provides constructive feedback on student draft manuscripts prior to advancing to the final publication phase.

4. Product Orientation Toward Tangible, Published Real-World Deliverables (93.8%). One of the most salient findings in the learning needs analysis is the profound enthusiasm among students for real-world product outcomes. A total of 93.8% of students (15 out of 16) expressed strong enthusiasm for directing final course deliverables toward concrete publications, specifically an Anthology of Arabic Literary Essays and article contributions to an Arabic Digital Newsletter (E-Magazine). Orienting learning outcomes toward tangible, published products instills academic pride, a clear sense of purpose, and powerful intrinsic motivation among learners.

Triangulated Synthesis of Needs Assessment and Proposed Practical Guidebook Framework

The synthesis of data triangulation represents a crucial stage that integrates the quantitative findings from the needs questionnaire, qualitative insights from in-depth interviews with the course instructor, and the theoretical frameworks of Project-Based Learning syntax and the ADDIE R&D model (Branch, 2009). The outcomes of this triangulation are formulated into scholarly recommendations in the form of a comprehensive, structured, and measurable Draft Framework for the Project-Based Learning Arabic Writing Skills (Maharah Kitabah) Practical Guidebook.

The Project-Based Learning (PjBL) syntax integrated into the structure of the practical guidebook encompasses six standardized operational steps according to Lucas (2005) and Thomas (2000): (1) Start with the Essential Question (Determining Foundational Inquiries); (2) Design a Plan for the Project (Designing Project Architecture); (3) Create a Schedule (Establishing Execution Timelines); (4) Monitor the Students and the Progress of the Project (Supervising Learning Progress); (5) Assess the Outcome (Evaluating Deliverable Quality); and (6) Evaluate the Experience (Reflecting on the Learning Process).

The framework for this practical manual draft is structured into four main chapters, arranged gradually according to the complexity level of academic Arabic discourse. The chapter structure of the draft practical manual is presented in Table 4 and Figure 4 below:"

Maharah Kitabah Course Syllabus Framework for Arabic Language and Literature Students

Chapter / Bab	Chapter Title & Academic Discourse Focus / Judul Bab & Fokus Wacana Akademik	Authentic Text Model (BSA) / Model Teks Otentik BSA	Project Output Product / Produk Luaran Proyek	Estimated Duration / Estimasi Waktu
Chapter I / Bab I	Foundations of Arabic Academic Discourse & Paragraphs / Fondasi Wacana & Paragraf Akademik Arab	Standard Arabic Literary Biography / Biografi Tokoh Sastra Arab Baku	Literary Figure Profile / Biography Poster / Profil Tokoh Sastra / Poster Biografi	3 Weeks / 3 Minggu

Chapter II / Bab II	Descriptive-Analytical Discourse Development / Pengembangan Wacana Deskriptif-Analitis	Classical Book / Turats Review Text / Teks Resensi Kitab Klasik / Turats	Arabic Literature Book Review Manuscript / Naskah Resensi Kitab Sastra Arab	3 Weeks / 3 Minggu
Chapter III / Bab III	Argumentative Writing & Literary Criticism Essays / Penulisan Argumen & Esai Kritik Sastra	Arabic Literary Criticism Essay Article / Artikel Esai Kritik Sastra Arab	Anthology Book of Arabic Literary Essays / Buku Antologi Esai Sastra Arab	4 Weeks / 4 Minggu
Chapter IV / Bab IV	Digital Publishing & Arabic Journalism / Penerbitan Digital & Jurnalistik Arab	Arabic Magazine & Bulletin Articles / Artikel Majalah & Buletin Arab	Arabic Digital Bulletin (E- Magazine) / Buletin Digital Arab (E- Magazine)	4 Weeks / 4 Minggu
Total	4 Main Chapters / 4 Bab Utama	-	4 Major Project Products / 4 Produk Luaran Proyek	14 Weeks / 14 Minggu

Table 4. Chapter Structure Matrix of the Draft Practical Textbook on Maharah Kitabah Based on Project-Based Learning (PjBL)

Source: Results of the Triangulated Synthesis of the Needs Analysis (2026)



Figure 4. Diagram of the Chapter Complexity Architecture of the Draft Practical Textbook on Maharah Kitabah Based on Project-Based Learning (PjBL)

Each chapter within this practical guidebook draft is standardized to incorporate five primary components, namely:

a. Measurable Learning Outcomes and Performance Indicators: Formulating targeted, explicit competency benchmarks that students are expected to attain by the completion of each module.

b. Authentic Text Models and Linguistic Analysis: Presenting field-specific authentic discourse readings in Arabic Language and Literature (BSA), accompanied by structural syntactic analysis, specialized vocabulary (mufradat), and cohesive networks.

c. Step-by-Step Operational Project Guidelines: Providing practical, phase-by-phase execution manuals following the six standardized PjBL syntax steps.

d. Student Project Worksheets and Peer Review Instruments: Designating dedicated operational spaces for manuscript drafting alongside structured peer evaluation guidelines.

e. Performance Evaluation Rubrics: Incorporating objective quantitative assessment instruments designed to evaluate students' final product deliverables.

Overall, the synthesis of data triangulation from this needs analysis demonstrates that the development of a Project-Based Learning Arabic Writing Skills (Maharah Kitabah) Practical Guidebook constitutes a highly urgent, empirically validated pedagogical solution, ready to proceed to the Design and Development phases of the physical draft manual in the subsequent ADDIE R&D cycle (Maharani & Prastika, 2026b).

CONCLUSION

Based on the needs analysis conducted during the initial phase of the ADDIE model, this study formulates three primary conclusions that fully align with the research objectives, empirical findings, and discussions:

First, the mapping of target needs (Target Needs) reveals an absolute operational deficit (Lacks) in the field, where 100% of students ($n = 16$) confirmed the complete absence of a practical guidebook or standardized instructional module for the Maharah Kitabah course at STAI Riyadlul Ulum Condong Tasikmalaya. This condition renders course achievement indicators unmeasurable, triggering severe writing anxiety (writer's block) at 75.0%, difficulty in constructing cohesive paragraphs at 81.3%, and massive reliance on automated translation tools (Google Translate) at 81.3%. Paradoxically, academic writing proficiency represents an indispensable requirement (Necessities, 93.8%) for scientific assignments and undergraduate thesis completion. Consequently, 93.8% of students decisively demand and desire (Wants) the development of a Project-Based Learning (PjBL) Maharah Kitabah Practical Guidebook.

Second, the specification of desired textbook features (Desired Textbook Features) encompasses five primary pillars: step-by-step operational project guidelines (93.8%), field-specific authentic Arabic text exemplars in Language and Literature (93.8%), integrated project worksheets and peer review sheets (87.5%), measurable performance evaluation rubrics (87.5%), and a structured writing workflow spanning drafting, peer review, editing, and finalization (81.3%). Students' learning needs (Learning Needs) are strongly oriented toward collaborative small-group execution (87.5%), a 2-to-3-week project timeframe per chapter (81.3%), periodic lecturer

mentorship (93.8%), and published real-world product deliverables (93.8%) in the form of an Arabic Literary Essay Anthology and an Arabic Digital Newsletter (E-Magazine).

Third, the triangulated synthesis of empirical data yields a proposed Draft Framework for the PjBL Maharah Kitabah Practical Guidebook comprising four gradual modules: Chapter I (Foundations of Academic Arabic Discourse and Paragraph Construction), Chapter II (Developing Descriptive-Analytical Discourse and Classical Text/Book Reviews), Chapter III (Argumentative Writing and Literary Criticism Essays), and Chapter IV (Arabic Digital Publishing and Journalism). Each chapter is integrally equipped with measurable learning outcomes, authentic text models, operational project guidelines, peer review instruments, and performance evaluation rubrics. These empirical insights establish a robust foundation for course instructors and instructional developers to advance to the Design and Development phases of the practical manual in subsequent R&D iterations.

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