

Instructional design model of Arabic

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Abstract

Heterogeneity background of students becomes an obstacle in designing a model of learning Arabic in Department of PAI and implementing language courses in curriculum of PAI which need to be observed in learning activity in class. Methodology of this study used ekspository survey method of Arabic learning design models. This study used a qualitative approach. A qualitative approach was undertaken to describe the design model of learning Arabic. Techniques of collecting data obtained from interviews, questionnaires, and field observations. This research found that instructional design model of Arabic is more emphasis on the development of reading skills, explorative and cooperative learning strategies, and learning objectives tend to be oriented to understanding literatures, the rules of Arabic and linguistics. The learning needs of Arabic does not meet the policy on the vision and mission of the Department of PAI and expectations of graduate profile of PAI with the aim of learning Arabic only limited on real capabilities in the field, which is ability of students at the level of understanding of literature, religious literature in Arabic, the rules of the Arabic, and linguistics.

Keywords: Model, Instructional Design, Learning Arabic

1. Introduction

Learning Arabic in Islamic higher education generally does not escape from problems at the level of Arabic learning design that can meet the needs of students in facilitating the concept of rules of Arabic which is easy to understand. Analysis of students need of learning Arabic is a necessity to do an intensive study on the forum of Arabic scientific consortium. Meeting the needs of students on the rules that are easy to learn it should be able to provide students in Arabic skills development as a tool of communication, both spoken and written. In turn, the designer of learning Arabic especially IAIN SMH Banten is perceived to have weaknesses and flaws in the analysis of students need as learning goals of students in the subject of Arabic. Analysis of students need of learning Arabic is the key to successful learning Arabic at IAIN SMH Banten when lecturer prepare lecture reference unit (SAP) that meet curriculum standards in Arabic well. Curriculum and SAP of Arabic subject in the Department of Islamic Religious education in fact not yet validated the contents and construction on sighting the needs analysis between learning objectives with the syllabus prepared by lecturer of Arabic course.

Learning Arabic is a system that can not be separated from one learning component with other learning components, interconnections with each other as one that requires effectiveness in learning process to achieve the learning objectives. Learning Arabic in IAIN SMH Banten require a learning innovation of Arabic which are able to raise the motivation to learn and improve the effectiveness of learning Arabic in the Department of Islamic Education. The needs of innovation in learning model of Arabic are really needed for students to meet learning needs on the achievement of learning goals in Arabic. Generally, the purpose of learning Arabic oriented to academic competence of students who are able to implement the rules of Arabic and develop effective skills on Arabic. The development of language skills are listening skills, speaking skills, reading skills, and writing skills.

Innovations of Arabic learning have required an instructional design model of Arabic that appropriate to the demands of students on Department of Islamic Religious Education (PAI). This instructional design model intended to assist learners to study more than meet the learning process. This instructional design model as a skill to assist learners on learning process that is focused on the achievement of learning outcomes and improve the performance of learners, not just tools in teaching process for the benefit of teachers.

Learning Arabic is a complex process that is influenced by many interrelated variables such as perseverance, learning time, the quality of learning, intelligence, talents, and abilities of learners. An instructional design model can not only focus on learning one variable only, such methods of learning or achievement test only. The basic assumption of this instructional design model emphasizes on the principle that learning Arabic design process using a systems approach (النظامي المدخل) are assembling each component of a systemic and systematic learning.

The skill of IAIN SMH Banten students in the classroom is very heterogeneous. Some of the students already know much about the material of Arabic was being taught, while the other were not noticed at all, for example the material in Arabic on *مفعول به*, *مفعول لأجله* and *مفعول مطلق*. If teachers paid more attention to the first group of student, the second group was left behind, unable to grasp the lessons given.

The final result of identify activities to the behavior in the form of specific learning objectives (Specific instructional objectives / أهداف التعليم الخاصة). Formulation of specific learning objectives (TPK) is used to compile the test. Therefore, TPK will contain elements that can provide clues to the test developers so that he can develop a test that can actually measure the behavior contained in it. Use of operational verbs in the formulation of TPK often used in Arabic learning by subject lecturer in the Department of PAI which emphasizes on learning objectives that are specific, concrete and measurable. TPK formulation

criteria are based on elements known as ABCD from four words: Audience, behavior, Condition, and Degree.

The purposes of the research are as follows:

1. Knowing the development of instructional design models of Arabic used in Department of Islamic Religious Education at IAIN SMH Banten.
2. Knowing identification of learning needs on Arabic and formulating learning objectives of Arabic at the department of Islamic Religious Education at IAIN SMH Banten.
3. Knowing the material development of Arabic and its implementation in Department of Islamic Religious Education

To equate the understanding and perceptions and avoid confusion and misunderstanding the words or terms contained in the title of this dissertation should be given an explanation as follows:

Basically, Arabic learning model is a form of learning that is reflected from start to finish typically presented by subject lecturer of Arabic course. Arabic learning model is a description of the sequence of learning activities pursued by the designer in designing learning system. The first step, determining the learning needs of Arabic and formulate common learning goals. The second steps, do the analysis of learning. The third steps, identify the behaviors and characteristics of learners. The fourth steps, formulate specific learning objectives. The fifth steps, arranging tools to assess the result of learning process. The sixth steps, arranging learning strategy. The seventh steps, develop learning materials. The eighth steps, design and conduct formative evaluation. The end product of the eighth steps is learning Arabic system which is ready to be implemented.

2. Literature Review

2.1 Nature of Learning Design Model

Various experts have helped describe understanding concept of the model. Richey, Rita C., Klein, James D., and Tracey, Monica W. (2011) provide a statement that the model represents reality by showing the structure and level of idealization and to express views on a reality. "Model implies a representation of reality presented with a degree of structure and order, and models are typically idealized and simplified views of reality". In this description of learning can be seen as micro teaching that represents a macro-scale learning or more extensive and complete learning.

Other experts, here (in 1960) in Richey, Rita C., Klein, James D., and Tracey, Monica W. (2011) states that the model consists of two categories, namely micromorphs and paramorphs. "Micromorphs are physical, visual replicas, such as a computer simulation or a scale model of a large object". On the other hand, Paramorphs are symbolic models, typically using verbal descriptions".

With the above description, it can be understood when the term 'model' is used to explain the concept that varies because it needed to be adjusted to the context that will be described. The term 'model' is not taboo to use differently because it does not refer to one thing but four categories, namely micromorphs the form of physical or visual imitation and paramorphs that the form is conceptual model, procedural model as a model of instructional design

The term of 'design' comes from the Latin 'designare' which implies mark, showing, explaining, designing. Design is a focus of many ideas and contemporary theory in educational technology. Hokanson, Brad and Gibbon, Andrew (2014) stated

that "Design-from the Latin designare, to mark out, point out, describe, contrive". The term designs were often initially used in the fields of architecture, industrial design, graphic design, fashion, and finally extends its application to the design of learning in educational technology. Various concepts are the same as the fields mentioned first, applied in the design of learning, among other things suitability oriented towards the needs of users, a systematic process, quality improvement and change continually, also effectiveness quality oriented, and efficiency of production.

Other Definition of teaching expressed by Joice and Weil (1980) who states as follows: "A process by the which teacher and students create a shared environment Including sets of values and beliefs (agreement about what is important) the which in turn color Reviews their view of reality", These definitions show understanding of teaching is more democratic, ie teachers and learners will jointly create environment including a series of values and beliefs that are important to unify views on the realities of life. In this definition, teaching is still presents teachers and learners collaborate in creating a consensus about what is important so that it affects their view of reality of life.

Teaching in the two definitions above still emphasizes the role of teachers so that the perceived centered on teachers (teacher-centered or teacher-oriented). The education views as it requires changes to be centered on the learner (learner-centered or learner oriented). The term of teaching is seen as inappropriate because put the teacher as major subject, and more dominant in the learning process. That view has led passive learners, just being a good listener, orderly and happy "to fed" of subject matter. On the other hand, teachers are working hard to convey as much material lessons in order to meet the demands of the curriculum.

2.2 The Nature of Curriculum and Syllabus

Understanding of curriculum and syllabus are often defined similarly, but both of them have a different understanding, but inseparable. In the historical, syllabus development could not be separated from the development of the curriculum. Therefore, the development of the curriculum in the field of language begins with understanding the development of the syllabus. The development of the syllabus according to Richard is one part of the curriculum development but does not relate entirely.

The word of curriculum in the beginning used in the sport in Ancient Greece. Curriculum in the Greek is derived from the word 'Curir', meaning: Runners and 'Curere' which means a place to race. So Curriculum mean "distance" that should be "taken" by runners. Later this term applied in the field of education. In the Arabic term, curriculum is defined as 'manhaj'. It means the light path traversed by educators / teachers with students to develop the knowledge, skills, attitudes and values. Al-Khuly explain 'manhaj' is a set of plans and media to deliver educational institutions in realizing the desired educational goals. Except the meaning of curriculum that has been mentioned above, the definition of a curriculum based on Law No. 20 on 2003 on National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials also the means used to guide the implementation of learning activities to achieve certain educational goals.

Based on such understanding, there are two dimensions of the curriculum, the first is the plan and setting about objectives, content and learning materials, while the second is the way that

used for learning activities. The curriculum has broader meaning than the syllabus, it is because the curriculum are all activities where learners participate under guidance of educational institutions. The syllabus is the determination of the content to be covered by specific activities or educational programs. The curriculum not only covers what material which is learned by the learners but also how they learn, how teachers guide or help them learn, use everything that supporting materials, styles, methods and assessment^[42].

Thus the curriculum is a written document that is used by learners or teachers in order to develop learning strategies for specific groups of learners in schools and levels.

3. Methodology

The methods used to collect the data is exploration survey model, literature review, interviews and observations. Data analysis technique conducted qualitatively by collecting data from interviews, observations, and questionnaires to be analyzed with analysis deductive techniques and analysis inductive techniques with quantitative digit percentage.

Questionnaires about the ability of lecturer of Arabic and learning needs and the formulation of learning goals posed to students of Department of PAI with a sample of 45 students taken at random purposive sampling.

4. Results and Discussion of Research

4.1 Results of the Research

a. Design of learning Arabic in the Department of PAI

Learning Arabic in the Department of Islamic Religious Pendidikan (PAI) is one of the subjects based on the development of basic and major competences in the curriculum of PAI. Orientation of Learning Arabic in line with the change of national education paradigm in terms of curriculum development.

Curriculum of PAI by the end of 2013 was revised conducted through curriculum revision workshop organized by the Institute of Quality Assurance (LPM) IAIN SMH Banten. As a result, subjects are grouped by components clump competence of graduates, according to the Decree of the Minister of Religious Affairs No. 353 of 2004 on Higher Education Curriculum Development Guidelines for Islamic Studies, which is a component Basic Competence, Key Competencies, Competency Support and Other competencies / specialty, and optional subject.

Arabic courses in curriculum of PAI includes basic components and main courses. Its weight consists of 6 credits of courses starting from 1-3 season . Total of this big weight is because it functions in evaluation of mastery competencies of graduates are most easily seen that a good mastery of the science graduates has become quite a decisive indicator. The learning objectives of this course is that students have following capabilities: (1) understand the function *mauq'il-'irab*, *umdatul Kalam*, *fadhalatul Kalam* and meanings of words in Arabic; (2) skills in applying the rules and patterns of change of font and *mauq'il 'irab*. *Umdatul kalam*, *fadhalatul kalam* contained in Arabic sentence patterns structure; (3) Having the ability to understand, read, and listen to the reading material (Arabic text), whether related to religion, education and other matters; (4) Have the ability to apply the rules of the Arabic language properly and correctly when using the Arabic literature; (5) Having the ability to understand the rules of Arabic in good and true way, in spoken or written language; and (6) Have the skills in communicating

orally and in writing also proficient to speak his mind when doing speech or discussing in Arabic.

Learning Strategies of Arabic in PAI conducted by subject lecturer in two kinds of dominant Strategy use in accordance with the approaches, methods, student behavior, and material in Arabic were presented, among others: (1) Ekspositori learning strategy (SPE), and (2) Cooperative Learning Strategies.

Background of student of Islamic Religious Education (PAI) on second grade Faculty of Tarbiyah and Teaching in 2014-2015 that have been studied until now approximately 178 people, consisting of 64 men, or 35.96%, and 114 women or 64.04%.

b. Identification of Learning Needs and Formulating Learning Objectives of Arabic

The learning need of Arabic on Department of PAI in Tarbiyah and Teaching Faculty at IAIN Sultan Maulana Hasanuddin Banten was not out from fulfilling the vision and mission of PAI. Where the vision of PAI is makes leading majors and superior in Indonesia in conducting education that develops and integrates Islamic aspects, scientific, humanity and the value of indonesia on 2020.

From the learning needs of Arabic and the profile of graduates expected, then the purpose of learning Arabic as formulated in the syllabus and achievement indicators of Arabic learning, especially learning Arabic season II, namely: (1) Having the ability to understand, read, and listen to the reading material (text Arabic), both deal with religion, education and other matters; (2) Having the ability to apply the rules of the Arabic properly and correctly when using the Arabic literature.

c. Development of Arabic teaching materials and its implementation in the Department of Islamic Religious Education

Arabic teaching materials developed by subject lecturer in the Department of Islamic Religious Education (PAI) Faculty of Tarbiyah and Teaching at IAIN Sultan Maulana Hasanuddin Banten, books *العربية لطلاب الجامعة* Arabic For College Students, Compiler: Prof. DR. H Ridlo Masduki, Prof. DR. H. Chatibul Umam, DR. H. Moh. Matsna HS, MA., And Drs. Syamsul Arifin. Coordinator of private Islamic college in Region 1 / DKI Jakarta.

Systematics of This book consists of (1) Nash (text) reading (*qira'at*) consisting of about 40-50; (2) *Mufradât* (vocabulary) that are considered difficult; (3) *Ist'âb* (deepening of the contents of the texts); (4) *Mulâhazhat* (grammatical analysis) accompanied by *amtsilah* (examples); (5) *qawa'id* (grammar) which was subjected to the study of texts; (6) *Tamrînât* (exercises) to establish *qawa'id* comprehension, reading texts and translations.

4.2 Discussion of Research Results

a. Learning design of Arabic in the Department of PAI From the results of these observations can be seen that the Arabic language textbooks season II in Department of PAI is more emphasis on the development of reading skills compared to the other language skills. PAI student needs to learn Arabic only oriented to ability to understand religious literature in Arabic, so it obtain answers from students of PAI about 80% stated that the book is developed in learning Arabic is not developed four Arabic-speaking skills. That is the book of Arabic II as reference for Arabic lecturer emphasize on understanding of Arabic literatures.

Activeness learning of student in the classroom in learning Arabic II in Department of PAI shows the results of observation

70% is inactive. Arabic language learning strategies developed hinted around 75% on explorative and cooperative learning strategies in the classroom. The reasons, this strategy is helping students to improve understanding of the Arabic text, translating Arabic texts as a group and together.

From results assessment of SAP showed that the average categories is partly suitable to the value of 72%. Formulation of learning objectives deemed partly suitable due to the process and the expected learning outcomes and competencies performed unoptimally. Selection of appropriate learning materials are considered partially due to the relationship between learning materials with the purpose, characteristics of learners and the time allocation is less attention. Selection of learning resources are still considered partly suitable because the relationship between learning sources used with basic competencies and learning objectives, learning materials and scientific approach, and the characteristics of learners are less attention. Similarly, learning scenario and assessment are still considered partly suitable due learning procedure do not notice its conformity with a scientific approach, systematic teaching materials, and time allocation as well. Assessment was in partly suitable because of ratings are formulated not to assess the conformity with techniques and forms of authentic assessment, indicators of learning achievement, conformity between the key answers and questions, and guidelines in scoring.

b. Arabic Learning Needs and Formulating Learning Objectives Arabic

Arabic learning needs to the demands of profile of graduate student in PAI shows the results obtained questionnaire states strongly agree 13.3% and agree ranges from 64.4%. These data indicate that the learning need has become a necessity to the demands of graduate students from the Department of PAI forward as their provision to be able to follow the development of science and technology in the future. Similarly, the purpose of learning the Arabic should be consistent with the vision and mission of the Department of PAI showed 17.8% strongly agreed, 55.6% agreed to have the same reason.

From the results of questionnaire data, it is required performance improvements of learning Arabic II for subject lecture of Arabic II, among others: (1) Manage the space and learning facilities, Organize facilities and Learning Resources; (2) Implement the assessment of learning process and learning results; and (3) The general impression of the implementation of learning. With the reason of management of space and learning facilities also learning resources got the percentage 'occasionally' of 53.3% and 'never' of 20% show weakness in performing routine tasks in the classroom. Assessment process and learning result in the classroom showed that the category sometimes on large percentage value ie 44.4% followed never 22.2%. This suggests that the implementation of assessment process and learning result less attention due to the allocation of time is not set properly. Similarly, in the general impression of the implementation of learning show less attention to the largest category, ie sometimes with the percentage of 48.9%, followed never is about 22.2%. This implies that the general impression of learning implementation has not been effective due to the low motivation of subject lecturer in sensitivity to errors of students on using Arabic orally, organizing effective learning, and performance of subject lecturer who attractive in each learning process.

c. Development of teaching materials of Arabic and its implementation in the Department of Islamic Religious

Education (PAI) development of Arabic teaching materials and implementation in the Department of PAI in particular shows the results obtained from questionnaire that states suitable in the range of 57.8% and hesitant about 20%. These data indicate that the suitability of Arabic teaching materials II with common learning goals formulated in the syllabus is considered inappropriate to the learning needs of Arabic in the Department of PAI. From interviews obtained that the teaching materials in Arabic II emphasizes reading comprehension text, the introduction the rules of Arabic in the text, and text translation from Arabic into Bahasa by aiming at the students' ability to understand literature in Arabic and applying the language rules is good and true when reading and listening to the reading of religious texts in Arabic.

The results of questionnaire about the suitability of Arabic teaching materials II with the demands of active learning strategies that most shows do not fit about 44.4%, and 28.9% Hesitate. This implies that learning Arabic II strategy that has been used is not oriented toward active learning for students. Lecturer is more dominant creating teacher centers approach not student center. From interviews with lecturer of Arabic II that the handbook Arabic II is characterized by the development of explorative learning strategies and cooperative learning strategies. Suitability of teaching materials in Arabic II with the demands of the development of the four language skills of Arabic showed inappropriate with value of 26.7% and the percentage that states hesitate gets 44.4%. Arabic II Textbooks is only emphasize to developed the skill of reading and listening. Not acquire space to develop writing skills and speaking skills. From interviews with subject lecturer of Arabic that the development of speaking skills and writing skills can be done through group discussion approach with learning techniques of Group to Group exchange or Jigsaw. But in the learning process it does not work as planned in the Unit of lecture class (SAP).

Declaration of conformity on Arabic teaching materials II with appropriate skill level of students showed the value of 33.3% and hesitation obtain the percentage of 44.4%. This means that the level of difficulty and ease of religious texts in Arabic and application of the rules of Arabic categorized quiet difficult or not easy. Based on the interview, that the textbook of Arabic II has new vocabularies which difficult to learn without use Arabic dictionaries. Difficulty of translating meanings of the Arabic text into Bahasa. The difficulties caused by lack of exercise process of translation from Arabic into Bahasa. Differences in language characters in word processing and rules of both language. Mistakes are often made by students like on using i'rab rules, 'adad (simplex, tatsniyah, plural), Jinsi (female and male), dhâmîr (pronouns), nakirah-ma'rifah, and word changes (Sharf).

5. Conclusions

1. Arabic learning design models more emphasis on developing reading skills, explorative and cooperative learning strategies, and learning objectives tend to be oriented to the understanding of literature, religious literature in Arabic, the rules of the Arabic and linguistics.
2. Arabic Learning Needs stand on the vision and mission of the Department of PAI and expectations to graduate profile of PAI who have the competence in understanding literature, religious literature, the rules of Arabic in the spoken and written language, to apply the rules of the Arabic language and linguistics both in spoken and written language, and communicate both oral and written language

as well as proficient in expressing thoughts when doing speech or discussion using Arabic.

- Suitability of teaching materials of Arabic II with common learning goals formulated in the syllabus is considered less appropriate to the needs of learning Arabic in the Department of PAI, learning strategies of Arabic II is not oriented toward active learning for students, it was emphasis on reading and listening skills only, and the level of difficulty and ease of Arabic religious texts and the application of the rules of Arabic while comprehend and listen to reading texts was quite difficult or not easy.

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I am appreciate to Department of PAI that accommodate a good and right Arabic learning needs. Design Model of learning Arabic in the Department of PAI is expected to bridge the learning needs of students of Department of PAI in line with expectations of profile graduate from the Department of PAI. Arabic learning strategies should be designed an Arabic textbooks which can generate active learning strategies for students both in oral and written communication.

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