IMPLEMENTATION OF PRINCIPLES AND STEPS FOR SELECTING TEACHING MATERIALS FOR *MAHĀRAH AL-ISTIMĀ'S* SUBJECT

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ABSTRACT

This article aims to analyze the implementation of the principles and steps in selecting teaching materials for the *mahārah al istimā'*. Using qualitative research, data were collected through observations, interviews, and documentation guided by instruments in the form of guidelines for each technique. The collected data is then systematized and analyzed based on the chosen theory guidance. The research findings show that the selection of teaching materials for learning the *mahārah al istimā'* subject is still experiencing several obstacles. However, the selection of teaching materials follows the learning objectives, and the needs of students, describing the background and atmosphere experienced by students, easy and economical to use. The steps for selecting teaching materials consist of identifying the aspects contained in the standard of competence and basic competence, identifying the types of learning materials, and choosing the types. The steps and principles of selecting teaching materials cannot be fully applied due to various factors.

Keywords: Arabic Learning, Mahārah Al Istimā', Teaching Materials

ABSTRAK

Artikel ini bertujuan untuk menganalisis penerapan prinsip dan langkah-langkah pemilihan bahan ajar *mahārah al istimā'*. Dengan menggunakan penelitian kualitatif maka pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi berpedoman pada instrumen berupa pedoman masing-masing teknik. Data yang terkumpul kemudian disistematisasi dan dianalisis berdasarkan pedoman teori yang dipilih. Temuan penelitian ini menunjukkan bahwa pemilihan bahan ajar untuk pembelajaran mata pelajaran *mahārah al istimā'* masih mengalami beberapa kendala. Namun pemilihan bahan ajar mengikuti tujuan pembelajaran, kebutuhan siswa, menggambarkan latar belakang dan suasana yang dialami siswa, mudah dan ekonomis

untuk digunakan. Langkah-langkah pemilihan bahan ajar terdiri dari mengidentifikasi aspek-aspek yang terkandung dalam standar kompetensi dan kompetensi dasar, mengidentifikasi jenis bahan ajar, memilih jenis bahan. Langkah dan prinsip pemilihan bahan ajar tidak dapat diterapkan sepenuhnya karena berbagai faktor.

Kata Kunci: Bahan Ajar, Mahārah Al-Istimā', Pembelajaran Bahasa Arab

INTRODUCTION

The problem being faced by teachers of Arabic in tertiary institutions is when faced with two main problems. First, the lecturers' understanding of the principles and steps is still wrong. Second, practically there are still obstacles to its application. The principles and steps in selecting Arabic material in teaching listening skills have an important role. However, it is often found that a teacher does not understand it (Purnamaningwulan, 2022).

Learning and teaching Arabic as a foreign language has become a universal phenomenon. Arabic is currently taught in many universities and institutions worldwide (Al Yahya, 2022). In recent years, university enrollment in Arabic courses has increased significantly (Zarkasyi dkk., 2022). He stated that while only 5,505 students were studying Arabic at US colleges and universities in 1995, there was a 23.9% increase in the number of students of Arabic from 1995 to 1998. According to a recent survey conducted by the Modern Language Association, Arabic witnessed a 92.3% increase in enrollment from 1998 to 2002 (Al Yahya, 2022). Consequently, several universities and colleges in America and Europe have expanded their programs and courses in teaching Arabic. Moreover, to allow English learners of Arabic to study the Language in its natural, cultural setting, several universities in America and the United Kingdom offer intensive summer language programs to study Arabic in the Arab world (Al Yahya, 2022).

Teaching materials are one component of the learning system that is vital in helping students achieve competency standards and essential competencies or predetermined learning objectives. In learning activities, teaching materials are essential for educators and students. Learning materials are most equivalent to *al-mawādd al-dirāsiyah*. *Al-Mawād al-Dirāsiyah* - or some call it *al-mawādd al-Ta'līmiyah* - (teaching materials) is a necessary thing in a teaching and learning process and is a factor that affects the quality of education. With the existence of *al-mawādd al-dirāsiyah*, the roles of teachers and students in the teaching and learning process have changed. Teachers are no longer the primary and only source of obtaining information about learning materials and students. They can be more flexible and loose in obtaining information about learning materials because learning materials can be obtained from various sources where students are located, such as from mass media, textbooks, cassettes, CDs, VCDs, and so on. These sources of information can be used as *al-mawādd-al-dirāsiyah* (S. Wahyuni dkk., 2023).

In choosing the teaching materials themselves, some things must be considered before determining which teaching materials are suitable. If they go unnoticed, the teaching materials will be inaccurate, so they do not cover the overall learning objectives. Things that need to be considered include the principles and steps for selecting teaching materials. Thus, this paper will discuss these two things: the principles and steps for selecting teaching materials. This issue has become a topic of discussion among practitioners and learning experts in various fields.

Besides, Muhammad Zain, in his article on developing learning strategies and teaching materials, emphasized that selecting and developing teaching materials is highly dependent on learning objectives. The development of teaching materials is related to two fundamental aspects: the scope and sequence of teaching materials (broad/scope) and hierarchical stages. The area or scope of teaching materials relates to the breadth of teaching materials considered relevant to delivering students achieve goals. The sequence of teaching materials concerns the structural stages of teaching materials with consideration of when teaching materials need to be prioritized or terminated for students to learn (Zain, 2017). In the article, one of the topics discussed is the selection of teaching materials that focus on developing learning strategies.

Syaifullah and Izzah, in his research on guidelines for research and presentation of teaching materials for Indonesian Language and literature subjects, emphasized that the selection and presentation of teaching materials for Indonesian Language and literature courses in the Indonesian Language and literature department must meet two criteria. Those are general criteria (criteria that apply to all subjects) and particular criteria only used for Indonesian Language and Literature subjects). General criteria include 1) The principle of selecting teaching materials, 2) Stages of selecting teaching materials, and 3) Standards for presenting teaching materials. General principles and criteria were put forward in selecting and presenting teaching materials even though the learning in question was Indonesian Language and Literature (Syaifullah & Izzah, 2019).

Suppose the research findings are drawn into the context of the principles and criteria for selecting teaching materials in Arabic subjects of *mahārah al istimā'*. In that case, it requires an adaptation process that is not always relevant. Each topic has its characteristics, so the selection is general, and some are specific. What if the principles and steps were applied to Arabic subjects? Several considerations underlie the assumption of these differences, including because Arabic as a foreign language must be positioned in the theory of foreign language learning or Arabic as a second language (*al-lugah al-tsāniyah*). It is undoubtedly different from the position of Indonesian as a national language, so it must be positioned as a lingua franca. Learning Arabic with a formal curriculum system adheres to the unity theory (*nazhāriyah al-wihdah*) or an all-in-one system. While teaching Arabic in the Islamic boarding school curriculum uses branch theory (*nazhāriyah al-furu'*).

The approach of the two theories will influence the principles and steps of selecting available materials. The problems are: 1) How does the lecturer implement the principle of selecting teaching materials in the *mahārah al istimā'* II courses, Department of Arabic Language and Literature, Faculty of Adab and Humanities, UIN Alauddin Makassar? 2) How does the lecturer implement steps for selecting teaching materials in the *mahārah al istimā'* II courses, Department of Arabic Language and Literature, Faculty of Adab and Humanities, UIN Alauddin Makassar? These two questions will be analyzed further in the article.

METHOD

This research uses qualitative research analysis. It studies implementing principles and steps for selecting teaching materials in the *mahārah al istimā'* II courses, Department of Arabic Language and Literature, Faculty of Adab and Humanities, UIN Alauddin Makassar. Data collection is done through observation, interviews, and documentation. The last technique (documentation) is taken by understanding and studying theories from various kinds of literature related to the focus of the problem, namely the principles, and steps for selecting teaching materials. Data is collected by tracing relevant sources and constructing them from books, journals, proceedings, and existing research reports. The method uses content and descriptive analysis to analyze and describe the data. The instrument of each technique is chosen for guided data collection. In this context, the collection is driven by observation, interview, and documentation guides. Library materials from various references are analyzed critically and in-depth, guided by relevant theories to support propositions and ideas. The data were analyzed by interpreting the data based on the relevant theories.

RESULT AND DISCUSSION

The data are briefly presented based on data collection through interviews, observation, and document review. The principles of selecting teaching materials have to do contextually.

Table 1: Principles for Selection of Teaching Materials

No	Principles	Description
1	Relevance	Teaching materials must be adapted to the learning objectives. In the learning objectives, there are competencies to be achieved by students, which include cognitive, psychomotor, and affective abilities.
2	Consistency	The selected teaching materials must follow the competencies that students must master. It must be consistent because teaching materials must be able to deliver learning materials following the KD regulated in the curriculum.

No	Principles	Description
3	Coverage	The material taught through the selected teaching materials is sufficient to make students master the material following the competencies.
4	Contextual	This principle requires that the selection of material is contextual. Applying this principle supports the theory of contextual teaching and learning (contextual teaching and learning). Still, it refers to the SK and KD formulated in the curriculum even though the materials are substituted with other materials.

The principles of selecting teaching materials or materials are the same as those stated in the theories put forward by the characters. That means the lecturer reads and understands the main principles in selecting and determining teaching materials. What is different from the existing theory, namely point (4), is contextual. According to the lecturer (interview with Khairunnisa, 28th July 2022), *mahārah al istimā'* aims to hone students' abilities to understand the Arabic Language they listen to through direct speakers or the media (Zulharby dkk., 2019). Contextual Teaching and Learning is a learning concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as family and community members.

Table 2: Steps for Selection of Teaching Materials

No	Steps	Description
1	Identifying aspects contained in competency standards and basic competencies	Before determining learning materials, it is necessary to identify aspects of competency standards and basic competencies that must be studied or mastered by educators.
2	Identify the types of learning materials.	The selection of teaching materials must contain aspects of competency standards and basic competence that have been identified. Next, choose the type of material that follows the aspects included in the standard of competence and basic competence.
3	Choose the type of material that follows competency standards and basic competencies	After the learning material is identified, the next step is to choose the type of material that follows the SK or KD that students must master. Identification of the type of learning material is also essential for teaching purposes.

No	Steps	Description
4	Choose teaching materials	Learning materials can be found from various sources such as textbooks, magazines, journals, newspapers, the internet, audio-visual media, and other sources so that education has more choices that can adapt to learning objectives.

Generally, the steps in selecting and determining the Language are the same or similar to the steps formulated theoretically by experts (Zarkasyi dkk., 2022). It happened because the lecturer read the theories related to the steps for selecting Arabic teaching materials. It sometimes goes beyond theoretical limits. To be more focused on choosing and determining teaching materials, the *mahārah al istimā'* teacher adheres to the principles in selecting and developing *mahārah al istimā'* teaching materials.

The themes of the *mahārah al istimā'*. Semester II Course in the Department of Arabic language and literature: لطبيب --- أشعر بألم

١. كرة القدم --- حول المائدة

٢. الحل الصحيح --- قئل الوقت

٣. البقرة والدجاجة --- الصوف والقطن

٤. جولة فى القاهرة- يوم القاهرة

٥. أنا أحب اللغات --- نذهب إبل السينما

٦. الامتحان لنصف السمتر(UTS)

٧. األهرام و أبو الهول --- أمري يركب الجمل

٨. الولد والبقال --- جواب مقحم

٩. يبل الخليقة و بائعةالل ب --- الفقري

١٠. عمر و المرأة الجائعة

١١. هارون الرشيد و الشيخ --- عمر ابن الخطاب و عبد هللا بن زبير

١٢. الولد الذ --- الخليفة والبدوي الصائم

١٣. العمل خيرمن البطالةالامتحان النهائي (UAS)

Based on these themes, the themes were designed for 15 meetings. The mid-semester exam is held on the 7th, while the final semester exam (final) is held at the 15th meeting. However, after being confirmed, Khairunnisa, who teaches the *mahārah al istimā'* course, said that the first meeting was orientation and introduction, but it did not include in the lesson plans (interview with Khairunnisa, on 1ˢᵗ August 2022). The teaching materials are available on computers in the Arabic language laboratory, and the speakers are native Arabs.

The competencies to be achieved include cognitive, attitudes, and skills. First, knowledge consists of 1) knowing the method and strategy of listening correctly; 2) knowing the level of listening; 3) knowing the characteristics of Arabic expressions through *istimā',* 4) knowing tang *him* and *nabr* in Arabic expressions (Susanto dkk., 2022); Knowing the context of Arabic expressions. Second, attitude value (value/attitude) consists of listening to the speaker's expressions well and understanding the urgency of listening or listening skills (*mahārah al istimā'*) in Arabic. Third, skills consist of the ability 1) to hear and understand Arabic dialogue directly; 2) to hear and understand Arabic sermons; 3) to listen to and understand Arabic stories; 4) to listen to and understand Arabic films, and 4) to make conclusions from the material heard or listened to directly and through the media (Aldhafiri, 2020).

These aspects must be found in the plan and implementation of *Mahārah al-kalām* learning. The program is contained in the RPS (Semester Learning Planning). At the same time, the teacher can observe the implementation. The things above become a reference in the *mahārah al istimā'* subject.

Principles of Development of Arabic Teaching Materials

Making Arabic textbooks must pay attention to the basis or principles of their preparation. It is crucial that the resulting textbooks can be used as reference materials according to the situation and conditions of the students who use them. The principles must be considered in making Arabic textbooks, as mentioned by Al-Ghalli (Mohamad dkk., 2022). are as follows:

Socio-Cultural Principles (*al-Asās al-Ijtimā'i-al-Tsaqāfi*)

The discussion about sociocultural aspects is one of the principles of preparing Arabic textbooks, then; the critical points as the subject matter include; understanding of culture in general and Islamic culture in particular, cultural characteristics, and cultural relations with the development of teaching materials (*Mahārah istimā'*). A person who studies a particular foreign language will understand it well without understanding the culture of his community, for example, Arabic. A person who studies Arabic without understanding Arabic sociocultural cannot understand it perfectly. Therefore, there is an expression that "*al-lughah wi'ā al-thaqāfah*" Language is a vessel of culture. It shows that Language is a set of cultures.

Psychological Principles (*al-Asās al-Nafsî*)

This principle is based on shared awareness that those who are taught and those who teach are beings with a physical and psychic dimension. Almost all education experts agree that student motivation is an essential factor in the success of the teaching and learning process (Wahyuni dkk., 2022). If knowing and understanding the psychological characteristics of students or learners is considered one of the pillars of preparing textbooks or choosing the material, it is impossible to discuss the characteristics of each phase in detail. However, knowing the student's motivation–to learn Arabic and the psychological requirements to be considered in designing Arabic textbooks is of concern (Jannah dkk., 2022). Motivation is a state within an individual or organism that drives behavior toward a goal (Nur Alfiani, 2022). Motivation is a feeling that occurs in the individual and cannot be sensed directly but can be recognized through visible behavior. There are differences in students' motivation when they learn Arabic. First, the highest motivation is mastering language skills so that they can communicate with native speakers and know their culture. Such students are motivated to enrich their culture and understand the culture of others, broad-minded, moderate, and inclusive. Second, their motivation is driven by specific interests, such as wanting to occupy certain positions, studying and working abroad, traveling, etc. For students like this, his motivation is temporal and limited, and he will feel enough if the goal has been achieved despite limited mastery of the Language.

The Principle of Language (*al-Asās al-Lughawî*)

What is meant by the linguistic principle in the development of Arabic teaching materials is to pay attention to the Language that will be taught to students, including language elements (*al-anāshir al-lughawiyah*), namely *aswāt, mufradāt* and *tarākib*, and language skills (*al-mahārah al-lughawiyah*), including *istimā', kalām, qirā'ah,* and *kitābah.* So that the material presented follows the objectives-set, the linguistic aspect is essential in compiling Arabic teaching materials (Ansori, 2022), even the most essential consideration or center point. However crucial for lecturers, the linguistic aspect cannot be separated from other considerations in determining *mahārah al istimā'* teaching materials.

Educational Principles (*al-Asās al-Lughawî wa al-Tarbawî*)

Educational principles are matters related to educational theory in the development of textbooks. Materials start from the easy to the complex, concrete abstract, detail to a concept, moving from the beginning of the process to the conclusion, starting from known materials and gradually moving to new materials, and so on, following educational principles in the development of teaching materials (Ansori, 2022). These principles are essential to note so that the developed Arabic textbooks meet the criteria for a good textbook which is marked

by the suitability of the material developed with the student's condition; sociocultural, psychological, linguistic, and learning.

The four principles in choosing teaching materials are integrated. For the educative principle (*tarbawi*), however, language teaching is an educational activity, so the academic principle is the basis for considering teaching materials. The teacher has a role in determining and controlling learning activities, from planning to evaluation and follow-up (Gailea dkk., 2018). In selecting teaching materials in such *Mahārah istimā'* courses, the teacher must consider the educational aspects of the material.

Aspects of Consideration in the Development of Arabic Textbooks

A teacher is expected to develop teaching materials to be used in the teaching and learning process. However, before development, some factors need to be considered so that the resulting textbook can meet the criteria for a good textbook. The following are things that need to be considered in developing Arabic textbooks.

Contents of textbooks

The textbook's content is related to the validity or validity of the content or the truth of the content based on the value system adopted by a society or nation. With content validation, the content of Arabic teaching materials developed should be based on the concepts and theories of Arabic learning, recent developments, and the results of empirical research conducted in Arabic language science.

As for content alignment, *Mahārah istimā'* teaching materials are adjusted to the value system and philosophy of life prevailing in the State and the community in which the school is located. For example, in learning Arabic in Indonesia, the themes and titles of the texts used do not conflict with the values adopted by the Indonesian people.

Accuracy of the Coverage

The accuracy of coverage is related to the content of teaching materials in terms of the breadth and depth of the content and the integrity of the concept based on the field of Arabic language science. The depth and scope of the content of teaching materials will determine the level of teaching materials developed for students according to their abilities and the level of education being pursued. The curriculum and syllabus are the primary references in determining the depth and breadth of the content of teaching materials (Ansori, 2022).

For example, if students are expected to understand the text they hear, then the appropriate teaching material is in the form of a text that is listened to either from a cassette, a CD, or the teacher who reads it. And so on in other materials such as *qira'ah*, scriptures, *mufradāt*, and others. What is clear is that the material must be appropriate to the learning objectives stated in the curriculum and syllabus. Things that need to consider in determining teaching materials are 1) suitability with education level, 2) length of material, and 3) content of the material (Alzamil,

2021). All three must ensure the coverage of appropriate teaching materials so that the role of the teacher is vital, especially the ability to recognize and select teaching materials.

Digestibility of Matter

Accuracy of teaching materials concerning the ease with which the teaching materials are understood and understood by students as users. There are at least six things that support the level of digestibility of teaching materials, as stated below: (a) Logical presentation; (b) Coherent presentation of material; (c) Some examples and illustrations make it easier to understand; (d) Facilitating tools; (e) An orderly and consistent format; (f) Explanation of the relevance and benefits of teaching materials.

For listening comprehension material in Arabic, the digestibility must be adjusted to the competencies of students taking the *Mahārah istimā'* course. The material is taken from conversations played by native speakers (Arabs). The digestibility of the material will be adequate if you get used to it.

Khairunnisa stated that the main obstacle in learning *Mahārah istimā'* was because they were not used to listening to Arabs speak Arabic (Interview with Khairunnisa on 28th July 2022). Related to this problem, the habit of listening requires motivation from students. A conducive language environment is essential to determining the ability and skills to understand what students hear.

Use of Language

The use of Language in the development of teaching materials is related to the choice of language variety, word selection, use of effective sentences, and the preparation of meaningful paragraphs. Arabic used in teaching materials is Arabic *fushah*, or communicative Language that is straightforward and flexible. Meanwhile, the choice of words in teaching materials should be simple and short, not words or terms that are foreign or not widely known by students. Using effective sentences in teaching materials emphasizes the use of positive and active sentences in conveying information and otherwise avoids the use of harmful and passive sentences. It is because using positive and active sentences can encourage and motivate students to study the teaching materials and do the tasks that have been determined.

According to Mrs. Khairunnisa, a *mahārah al istimā'* course lecturer, the teaching materials are taken from conversations carried out by Arabs (Interview with Khairunnisa on 28th July 2022). It aims to familiarize students with listening to Arabs say or recite *mufradāt* and Arabic sentences according to standard *ta'bīr* patterns (*fushà*) (Interview with Khairunnisa on 28th July 2022). In addition, because Language is a set of cultures, Arabic conversations and expressions from native speakers of that Language also describe their culture.

Facing and packaging

It is precisely for book-based teaching materials. The appearance and packaging of teaching materials are related to the arrangement of the location of information on one printed page and packaging in the package of multimedia teaching materials. Appearance has the power that can influence potential readers to read the book. Books that are packaged better will influence prospective readers (students) to explore their contents further.

According to Mrs. Khairunnisa, appearance and packaging are not very relevant for teaching materials that use audio or audio-visual media because what is needed is not what is seen but what is heard (Interview with Khairunnisa on 28th July 2022). The name itself, *mahārah al istimā'* (listening skill), means that the emphasis is not on facial expressions but on fluency in the expression of *fushā* (standard) Arabic (Interview with Khairunnisa on 28th July 2022). This view is in line with what Abd. Qadir stated that the most important of the *Mahārah al-kalām (*listening skill) material is to train students' hearing and understanding of the narrative of the use of the Language (Alzamil, 2021).

Illustration

Illustrations are used to make teaching materials enjoyable and motivating, helping students retain and understand the message content. In this case, illustration can be done using tables, diagrams, graphs, cartoons, photos, drawings, sketches, symbols, and schematics. These parts need to be arranged to make them more attractive and practical. To understand the *mufradāt* with a good and careful understanding is not enough with the help of a dictionary; culture also has an important role. The vocabulary of *'Qomar al-dīn,'* for example, when viewed in a dictionary, consists of two words, namely *'qomar'* (month) and 'al-din' (religion), so it can be interpreted as 'religious month.' Some Indonesians are also given the name "*Qomaruddin*" with the hope that one day that person will become a light for religious life, like the moon that illuminates the darkness of the night. However, the real meaning of *"Qamar al-din"* in Saudi Arabia is the name of a cake like a lunkhead sold freely in supermarkets. Furthermore, how can Arabic poetry be understood carefully and deeply if it is not linked to the sociocultural context in which poetry was created (Wahyuni dkk., 2022)? The sociocultural aspect is considered in choosing Arabic learning materials.

Arabic Material Selection (An Analysis)

The Urgency of Teaching Materials

Teaching materials (*al-mawād al-dirāsiyah*) are information students must absorb through fun learning. After studying, students must feel the benefits of learning material (Jamilatussa'diyah, 2020). According to Pannen, teaching materials (*al-mawād al-dirāsiyyah*) are lesson materials that are systematically

arranged that are used by teachers and students in the learning process (Wahyuni dkk., 2022). Meanwhile, Sadjati stated that the teaching materials were unique and specific. Unique means the teaching materials can only be used for specific audiences in a particular learning process. Exhaustive means that the content of the teaching materials is designed in such a way only to achieve specific goals from a particular audience. The systematic delivery method is adjusted to the characteristics of the subjects and the parts used (Wahyuni dkk., 2022).

According to the National Center for Competency-Based Training (2007), teaching materials are all used to assist teachers or instructors in carrying out the learning process in the classroom. The material can be written or unwritten (Al-Khayyat, 2020). Meanwhile, according to Chomsin S. Widodo and Jasmadi, teaching materials contain learning materials, methods, limitations, and evaluation methods. The method is designed systematically and attractively to achieve the expected goals of competencies and sub-competencies with all their complexity (Chomsin S. Widodo & Jasmadi, 2008). Abdul Majid revealed that teaching materials are all used to assist teachers/instructors in teaching and learning activities. The material in question can be in the form of written teaching materials or unwritten teaching materials. With teaching materials, students can learn a competency or basic competency coherently and systematically to master all competencies as a whole and in an integrated manner (Ansori, 2022).

According to Ahmad Sudrajad, teaching materials are systematically arranged, written, and unwritten to create an environment/atmosphere that allows students to learn. Teaching or learning materials (instructional materials) generally consist of knowledge, skills, and attitudes that students must learn to achieve predetermined competency standards. In detail, learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values that students must learn to achieve predetermined competency (Muradi dkk., 2020). Thus, teaching materials are Arabic subject matter, a combination of knowledge, skills, and attitude factors that are systematically arranged so that teachers and students can use them in the Arabic learning process.

Teaching materials in the teaching and learning process have been confirmed to be very important. Teaching materials occupy a vital position in the learning process for both teachers and students. Teachers will have difficulty increasing the effectiveness of learning without teaching materials. Likewise, students without teaching materials will encounter obstacles in adapting to learning, especially if the teacher conveys and presents material quickly and not clearly. Students will lose their way and track, so they are unable to digest and retrace what has been taught by the teacher. Therefore, teaching materials can be used and utilized by teachers and students to fix and improve the quality of learning.

Al-Mawād al-Dirāsiyah, as a medium and source of information in learning, is very important in increasing learning effectiveness. Whether or not a teaching material is helpful in the learning process depends on the ability of the teacher to develop and use it, so the steps for developing excellent and qualified teaching materials must be mastered. In addition, teachers are also required to know and master various teaching materials and organize teaching materials (M. E. Wahyuni & Inayati, 2022). The teacher primarily determines the quality of teaching materials to reflect the teacher's ability. Teachers must know relevant and quality teaching materials. For this reason, teachers must have insight into the principles of selecting teaching materials.

Listening Comprehension Materials

Mahārah al-istimā' is known in English as 'listening skills' or 'listening comprehension (Fathoni, 2018). Language skills consist of listening, reading, writing, and speaking skills. So, listening skill is one of the four language skills. The media that is most often used in learning and teaching Arabic listening skills - as with other languages - is audio media. The selection and development of listening skills must adapt to the audio media. An Arabic teacher must choose listening skills from native speakers, namely the words of Arabs. The position of Language in Indonesia is still called a foreign language; its teaching and learning still refer to the theory of foreign language learning.

Learners described the listening difficulties in their own words in different situations when they listened to Arabic. In many cases, they offered reasons for these problems. Using such an approach in the TAFL field can be helpful to researchers and teachers because it allows us to understand the difficulties from the learner's point of view. Moreover, by providing opportunities for learners to report their experiences in their own words, we might gain insights into their understanding of and attitude towards some of these difficulties. The learner's voice can be precious to understanding their listening comprehension problems while learning Arabic as a foreign language (Thohir & Dzakiruddin, 2022).

In order to locate the current study in one of the theoretical frameworks, the social constructivist theory seems to be the most convenient one. This approach has been adopted because it pays attention to the different personal and contextual factors which influence shaping students' difficulties, given the cultural diversity of the current study participants (Lutfiyatun, 2022).

This theory provides a fundamental explanation of the listening difficulty and the factors influencing Arabic listening comprehension in learning Arabic as a foreign language in the Sultanate of Oman. From Vygotsky's point of view, an individual's learning results in social interaction (Zrekat & Al-Sohbani, 2022). Such interaction is critical for the development of language acquisition, both in formal learning environments and in realistic situations. Likewise, Cobb argues

that individual and social aspects of learning can interact over time to strengthen one another in a reciprocal spiral relationship.

1. Selection of Arabic Teaching Materials

Principles are the basis of principles (truths that are the basis for thinking, acting, and so on). According to the Directorate of General Secondary Education, several principles must be considered when selecting teaching or learning materials: Relevance means linkage. Learning materials should be relevant or related to achieving essential competency standards. For example, suppose the competency expected to be mastered by students is memorizing facts. In that case, the learning material must be in the form of points or memorization material. Second, the principle of consistency means constancy. If the essential competencies that students must master are four kinds, then the teaching materials that must be taught must also include four kinds. For example, the basic competence that students must master is the operation of numbers, including addition, subtraction, multiplication, and division. The material must include addition, subtraction, multiplication, and division techniques. Third, the principle of adequacy means that the material taught should be adequate in helping students master the basic competencies being taught. The material should not be too little (Salam dkk., 2022); if too little will be less helpful in achieving competency standards and basic competencies. On the other hand, if there are too many, learning it will be a waste of time and unnecessary effort.

According to Arif and Napitulu in their book New Guidelines for Preparing Teaching Materials, several principles must be adhered to by a teacher in choosing teaching materials (Awaludin, 2019), namely: (a) The content of teaching materials should follow the learning objectives; (b) Teaching materials should follow students' needs in form and level of difficulty; (c) Teaching materials should be excellent in factual presentation; (d) Teaching materials should honestly describe the background and atmosphere experienced by students; (e) Teaching materials should be easy and economical to use; (f) Teaching materials should match the learning styles of students; (g) The environment where teaching materials are used must follow the type of media used.

These principles also apply in the selection of Arabic teaching materials. However, specifically for Language, it must be seen further its position as a foreign language. The system involved in learning Arabic also affects the principle of selecting teaching materials. Theoretically, learning Arabic uses the all-in-one or integrated system (*nazḥāriyah al-wihdah*) and the separated system (*nazḥāriyah al-furu'*). These aspects also influence the selection of teaching materials.

2. Steps for Selection of Arabic Teaching Materials

Before carrying out the selection of teaching materials, it is necessary to know the criteria for selecting teaching materials. The main criteria for selecting teaching or learning materials are competency standards and essential competencies. It means that the learning materials chosen to be taught by educators, on the one hand, must be studied by students. On the other hand, it should contain materials or teaching materials that support the achievement of competency standards and basic competencies (Wahyuni dkk., 2022). The steps for selecting teaching materials can be explained as follows (Wahyuni dkk., 2022): (1) Identify the aspects contained in the competency standards and basic competencies; (2) Identify the types of learning materials; (3) Choose the type of material following competency standards and basic competencies; (4) Choose teaching materials;

Several steps are taken in the selection and preparation of teaching materials.

1) Identify the aspects contained in the Competency Standards and Basic Competencies.

Identifying the aspects contained in the Competency Standards and Basic Competencies that must be learned and mastered by students is necessary because each aspect of the Competency Standards and Basic Competencies requires different types of material. The material for *mahārah qirā'ah* is different from the material for *mahārah kitābah* or *mahārah kalām* or *mahārah al istimā'.* The teaching materials used or delivered will differ with the difference in the material.

2) Identify the types of learning materials.

Learning materials can also be divided into cognitive, affective, and psychomotor types in line with the various aspects of competency standards. In detail, the cognitive part of learning materials can be divided into four types: facts, concepts, principles, and procedures (Muradi & Taufiqurrahman, 2021).

Fact-type material is material in object names, place names, names of people, symbols, events, history, terms of parts or components of an object, and so on—concept material in the form of understanding, definition, nature, and core content. The material principles include postulates, formulas, adages, paradigms, and theorems. The material of the procedure is in the form of steps to do something in sequence. Affective aspects of learning materials include giving a response, acceptance (appreciation), internalization, and assessment. At the same time, the motor aspect of learning materials consists of initial, semi-routine, and routine movements (Wahdah dkk., 2023).

3) Choose materials that follow Competency Standards and Basic Competencies
After identifying the type of material to be delivered following the competency

To achieve Standards and Basic Competencies, it can be seen what material will be provided, whether in the form of facts, concepts, principles, procedures, aspects of attitude, or psychomotor. It can be seen from what basic competencies students want to achieve or master to determine what material will be delivered. The following are some guiding questions to identify the types of learning materials:

a. What are the basic competencies that must be mastered by students in the form of remembering the name of an object, symbol, or event? If "yes," the learning material must be "facts." For example, an Arabic teacher teaches types of work, talks about hobbies, tells stories at the market (*ta'bīr*), and so on (Muradi & Taufiqurrahman, 2021).

b. Are the basic competencies that students must master to state a definition, write down the characteristics of something, or classify or several group examples of objects according to a definition? If the answer is "yes," the material to be taught is "concept." For example, a teacher teaches the definition of *khabar muqaddam,* explains the characteristics of ism sentences, shows several sentences, then asks students to classify them, and so on (Muradi & Taufiqurrahman, 2021).

c. Are the basic competencies students must master in–explaining or doing steps or procedures in sequence or making something? (Bissenbayeva et al., 2013). If "yes," then the material taught is "procedure." For example, an Arabic teacher explains how to make *ism nakirah* and *ism ma'rifat,* the steps for writing *khath* or calligraphy, making papers or scientific works in Arabic, and so on (Muradi & Taufiqurrahman, 2021).

d. Are the basic competencies that must be mastered by students in the form of determining the relationship between several concepts (Saricayir dkk., 2016) or applying the relationship between various concepts? If "yes," the material to be taught is included in the "principle" category. For example, a teacher explains the relationship between *mubtadā'* and *khabar,*–family life, introductions, and so on (Muradi & Taufiqurrahman, 2021).

e. What are the basic competencies that must be mastered by students in the form of choosing to do or not do based on considerations of good or bad, like it or not, beautiful and not beautiful? If "yes," the learning material must be taught in affective aspects, attitudes, or values. For example, students are asked to convey ideas orally according to the context of *ta'āruf* and conduct dialogue smoothly according to the context of *ta'āruf* (Muradi & Taufiqurrahman, 2021).

 f. What are the basic competencies that must be mastered by students in the form of doing physical actions? If "yes," the learning material must be taught the motor aspect, including an introduction with fellow friends, writing *khath riq'ah, khath tsulisi*, playing a role (dialogue), and so on.

 4) Choose the source of teaching materials

   The source of the selected teaching materials is based on the type of material that has been determined. Various sources of teaching materials can be used to obtain learning materials determined by identifying competency standards and basic competencies to be achieved.

3. Principles of Selection of Arabic Teaching Listening Materials

   Teaching materials are prepared as well as possible to provide students with effective and efficient teaching. Teaching materials should follow students' needs, which are based on cognitive and psychomotor aspects. In choosing teaching materials, students must consider several things, including the principles and steps for selecting them. The principle of choosing teaching materials put forward by the Directorate of General Secondary Education can be used for:

a. Principle of Relevance

   The selection of teaching materials is adjusted to the learning objectives. In the learning objectives, some competencies need to be achieved by students, including the ability to master learning materials in terms of cognitive and psychomotor aspects. Relevance is meant in selecting teaching materials, namely the suitability between learning materials and the achievement of competencies stated in the curriculum. So when choosing teaching materials, educators need to pay attention to and analyze the competencies to be achieved. For example, in learning Arabic, four language skills need to be mastered by students, which means both basic competencies, learning objectives, and even teaching materials must be based on the four language skills. For example, suppose the competencies expected to be mastered by students understand how to deliver and respond to specific topics. In that case, the material taught can be through sharing conversation, which students will practice with their friends. It can also be in unique material so students understand how to convey specific sentences. In the selection and preparation of teaching materials, several principles must be met, namely:

b. Consistency Principle

   Teaching materials and competencies that students must master must have a consistent nature because teaching materials must be able to deliver learning materials that follow the basic competencies regulated in the curriculum. Learning Arabic, which divides learning into four language skills, means that the teaching materials must follow the four language skills.

For example, in learning particular skills, whose basic competence is in the form of "understanding how to deliver a particular topic," the teaching materials must be appropriate, such as a tape recorder or youtube video that will listen to the topic. Then learning speaking skills, whose basic competence is in the form of "simulating and demonstrating simple dialogues related to certain topics," of course, the teaching materials used must be appropriate such as giving conversation (*hiwār*). Students practice and demonstrate the conversation without text.

Then reading skills (*qira'ah*), whose basic competence is in the form of "delivering various information related to certain topics," means the teaching materials used are teaching materials that contain and display text that students can read. Then the last skill is writing skill (*kitābah*), whose basic competence is in the form of "composing simple oral and written texts to express certain topics," which means that the teaching materials used are teaching materials that can contain these things. Such as books that are references for students, which have References used by students to write something, and can also be in the form of interactive teaching materials such as videos showing certain information so that students can summarize the information and put it in an article. Based on these things, it can be concluded that using teaching materials for learning Arabic adapts to the four language skills (Febriani & Anasruddin, 2020).

c. Coverage Principle

This principle emphasizes that the material taught through the selected teaching materials is sufficient to make students master the material following the competencies to be achieved. That is, the material taught is enough to contain specific competencies. In classroom learning, there is a set learning time, so as much as possible, the material taught is not too little or too much because when the material being prepared is too much, students cannot master it. So more emphasis is placed on the accuracy of the material and the competencies to achieve.

Based on the elaboration of the principles of the selection of teaching materials, basic competencies, indicators of competency achievement, and learning objectives do not escape the attention of an educator because these components are clearly stated things that students need to master as something that becomes their needs. However, in this case, the learning environment is also an aspect that needs to consider. The learning environment is the background where the learning process takes place. In the use of teaching materials, adjustment to the learning environment is essential because it will help the functioning of the teaching materials.

For example, an Arabic subject educator wants to use interactive teaching materials in the book learning process, namely through learning videos requiring an LCD projector. As much as possible, the educator observes and prepares it well before choosing teaching materials. If the conditions of the learning environment hinder the use of interactive teaching materials, then educators should choose other teaching materials that follow the requirements of the learning environment.

In line with the principles of selecting teaching materials, educators are more careful in determining the teaching materials to be used. Which principle becomes like a guide that will give clear goals for educators. The two principles that must be considered when preparing teaching materials are coverage and adequacy. The principle of coverage of learning materials concerns the breadth and depth of learning materials. The principle of adequacy is whether or not the material is sufficient to help achieve the mastery of the basic competencies that have been determined (Muradi & Taufiqurrahman, 2021).

In addition, teaching materials that will be delivered to students with specific strategies must meet the following criteria: 1) Relevant to subject competency standards and basic competencies that students must achieve; 2) Teaching materials are learning content and elaboration of these competency standards and basic competencies; 3) Motivate students to learn further; 4) Relating to the previous material; 5) Materials are arranged systematically from simple to complex; 6) Practical; 7) Beneficial for students; 8) In accordance with the times; 9) Can be obtained easily; 10) Attract students' interest; 11) Contains illustrations that attract students' hearts; 12) Considering linguistic aspects that are in accordance with the abilities of students; 13) Closely related to other lessons; 14) Stimulating the personal activities of students who use it; 15) Avoiding vague concepts so as not to confuse students; 16) Have a clear and firm point of view; 17) Differentiate teaching materials for children and adults; 18) Appreciate the personal differences of the students who use it (Al-Thubaiti, 2020).

As for the next, after knowing the goal, what is done is to step towards that goal, whether by running in a hurry without paying attention to the surroundings or walking with regular steps and paying attention to the surroundings. In choosing teaching materials, specific steps are also needed so that educators are more focused and minimize the possibility of errors. The stages in question follow what is stated, which will be described in more detail.

4. **Identifying Aspects in Competency Standards and Basic Competencies**

Before determining learning materials, it is necessary to identify aspects of competency standards and basic competencies that must be studied or mastered by educators. These aspects must be selected because each aspect of competency standards and basic competencies requires different types of material in learning activities (Saidah dkk., 2018). In learning Arabic, the standard and basic competencies in question are identifying sounds, pronouncing words and responding to them, conveying information, and compiling oral and written texts, each following four language skills.

Based on the aspects of competency standards and basic competencies identified, the next step is to choose the type of material that follows the aspects of these basic competencies. By identifying the types of material to be taught, educators will find it easier to teach it (Zain, 2017). After identifying the kind of learning material, the next step is to choose the type of material that follows competency standards or basic competencies that students must master. Identification of the kind of learning material is also important for teaching purposes. It is because each type of learning material requires different learning strategies or methods, media, and evaluation/assessment systems. In line with various aspects of competency standards, learning materials can also be divided into types of material for cognitive, affective, and psychomotor aspects. In learning Arabic, the material with cognitive aspects includes concepts and procedures, for example, the concept of *mubtada khabar*—the number of *ismiyah* and *fi'liyah,* and the procedure for determining *fi'il amar.* Material with psychomotor aspects can be selected with four language skills, such as *Mahārah kalām.*

5. **Steps for Selection of Teaching Materials**

As for the next, after knowing the goal, what is done is to step towards that goal. Whether to step by running in a hurry without paying attention to the surroundings or walking with regular steps and paying attention to the surroundings. In choosing teaching materials, specific steps are also needed so that educators are more focused and minimize the possibility of errors. The stages in question follow what Abdul Ghafur stated, which will then be described in more detail as follows:

a. Identifying Aspects in Competency Standards and Basic Competencies

Before determining learning materials, it is necessary to identify aspects of competency standards and basic competencies that must be studied or mastered by educators. These aspects must be determined because each aspect of competency standards and basic competencies requires different types of material in learning activities. In learning Arabic, the standard and basic competencies in question are identifying sounds, pronouncing words and

responding to them, conveying information, and compiling oral and written texts, each following four language skills.

b. Identifying Types of Learning Materials

Based on the aspects of competency standards and basic competencies identified, the next step is to choose the type of material that follows the aspects of these competencies and basic competencies. By identifying the types of material to be taught, educators will find it easier to teach it. After the kind of learning material is specified, the next step is to choose the type of material that follows competency standards or basic competencies that students must master. Identifying the kind of learning material is also essential for teaching purposes (Zain, 2017). This is because each type of learning material requires different learning strategies or methods, media, and evaluation/assessment systems. In line with various aspects of competency standards, learning materials can also be divided into types of material for cognitive, affective, and psychomotor aspects (Amirudin, 2017). In learning Arabic, the material with cognitive aspects includes concepts, procedures, and the concept of *mubtada 'khabar*—the number of *ismiyah and fi'liyah* and the procedure for determining *fi'il amar*. Four language skills, such as *mahārah al-kalām,* can determine material with psychomotor aspects.

c. Select the Type of Material Suitable with Competency Standards and Basic Competencies.

By identifying the types of material to be taught, educators will find it easier to teach them. After the kind of learning material is specified, the next step is to choose the type of material that follows competency standards or basic competencies that students must master. Identification of the kind of learning material is also essential for teaching purposes. It is because–learning materials require different learning strategies or methods, media, and evaluation or assessment systems. For example, in learning Arabic, media, techniques, and learning methods adjust to the learning material type. Suppose the kind of material is more efficient in learning using auxiliary media. In that case, educators need to prepare for this; for example, in unique learning, where students are expected to be able to understand and respond to the sentence that is heard, what is needed is the use of tape recorder media to listen to the dialogues that the educator has previously chosen.

d. Choosing Listening Skill Materials

We can find learning or teaching materials from various sources such as textbooks, magazines, journals, newspapers, the internet, audio-visual media, and others so that education has more choices that can be adapted to learning objectives. By understanding the principles and steps for selecting these teaching materials, we can quickly identify which are appropriate for our

learning activities (Awaluddin, 2019). As we have understood from the beginning, each teaching material has advantages and disadvantages.

Efforts and steps in developing Arabic teaching materials need to consider the culture of the owner of the Language, namely Arabic. Rusydi Ahmad Thu'aimah concluded from his research in thirteen Arab countries that developing Arabic material for non-Arabs must contain at least several topics (Jannah dkk., 2022). The subject matter must be adjusted to the learning objectives, standards, and competencies. It is also stated in the lesson plan per semester (RPS). Learning objectives, competency standards, and basic competencies become references in choosing teaching materials for *mahārah al-istimā'* courses. The goals to be achieved in the RPS formulated before learning were listed. Likewise, competency standards and basic competencies have been formulated to synchronize the *mahārah al-istimā'* teaching materials to measure all learning**.**

CONCLUSION

The selection of teaching materials for the *mahārah al istimā'* course is one of the stages of a series of learning processes. Teaching material contains information and knowledge that students can learn to gain knowledge and skills to communicate in Arabic. In learning activities, teaching materials act as a medium to deliver knowledge and skills from resource persons to learners (learners). In choosing teaching materials, some things must be considered so that the teaching materials will cover the overall learning objectives. The selection of teaching materials is adjusted to competency standards and basic competencies. The things in question are the principles and steps for selecting teaching materials. The principle of selecting teaching materials can act as a guide in choosing teaching materials. At the same time, the steps for selecting teaching materials act as a path that leads to achieving learning objectives. The selection of *mahārah al istimā'* teaching materials is adjusted to the learning objectives and the needs of students. Besides, the material describes the background and atmosphere experienced by students and is easy and economical to use. The type of material fits the student's learning style according to the type of media used. To achieve this, the steps for selecting teaching materials consist of 1) Identifying the aspects contained in the Standard of Competence and Basic Competence, 2) Identifying the types of learning materials, 3) Choosing the types of materials that follow the Standard of Competence and Basic Competence, and 4) Choose teaching materials to be given to students. Not all the steps and principles of selecting teaching materials are applied by lecturers in choosing listening skills teaching materials.

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