

Arabic Language Writing Skill learning Materials with A Conservation Perspective

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Abstract: This research aims to determine the analysis of the need for teaching materials for Arabic writing skills with a conservation perspective and methods. In researching the development of teaching materials with a learning perspective for Arabic writing skills with a conservation perspective, namely analyzing the need for developing new products (models, methods, media, teaching materials) and analyzing the feasibility and conditions for development product. The development of a product can be initiated by a problem in an existing/applied product. Problems can arise and occur because existing or available products are no longer relevant to target needs, learning environment, technology, student characteristics and so on. After analyzing the problem of the need for new product development, we also need to analyze the feasibility and requirements of product development. The analysis process can be carried out by asking several questions. Analysis of new products needs to be carried out to determine the feasibility if the product is implemented, in particular the development of teaching materials for Arabic writing skills with a conservation perspective. The results of this research reflect a good understanding of the concept of environmental sustainability. illustrates a consistent effort to relate environmental issues in an Arabic language context. I feel that the conservation elements in Arabic are applied effectively in this paper. Appropriate Use of Arabic: The use of Arabic in this paper feels natural and fluent, Terminology related to conservation is used correctly and appropriately. that the author avoids significant grammatical or syntactic errors, Cultural and Social Context: The author successfully integrates conservation values that are appropriate to Arab culture. that this article can provide a good understanding to readers with diverse cultural backgrounds. Suitability of the purpose of the article: the purpose of the article to educate about conservation in Arabic is achieved well. The environmental issues raised in this article are relevant and significant for Arab audiences. Conclusion Based on the rating scale above, provides an assessment [score] of the validity of this paper in combining Arabic with conservation insights.

Keywords: Learning Materials; Arabic Writing Skill; Conservation Perspective.

Introduction

Since a long time ago when humans were created, language has been an integral and inseparable aspect of life. Therefore, language always raises many problems and requires the best solutions. The problem may be the question of "What is language?" There have been many theories to answer these issues put forward by many linguists. However, there have not been satisfying answers. This is because language is always present and presented. It exists in every human being, in nature, in history, and in God's revelations. There are languages due to His gifts as the Ruler of the universe. God Himself appears to humans not through His essence, but through His language, through the language of nature and the holy books. One of the languages that have existed since fourteen centuries ago is Arabic.

Sugihastuti :In general, language is all means in the form of signs, sounds, and utterances to express feelings and thoughts. It is an effective communication tool among humans. In many situations, it can convey the ideas of speakers to listeners, or writers to readers

The term "language" is defined in different ways. Some experts that language is spoken or written words. Others state that language is a means of human communication with other humans. It is an expression of human thoughts and feelings regularly expressed by sounds. The language in Arabic is called *al-lug hah* which means "words" or speaking verbally (Mahmud Yunus, Indonesian Arabic)

Arabic is one of the most widely spread international languages in the world. It is also one of the official languages of the United Nations. Arabic is the first language in parts of the province of Sham, the Arabian Peninsula, and East Africa. It has been massively used and studied by non-Muslims because of its beauty. The Arabic grammar system continues to be maintained from time to time. Apart from being the language of Al-Quran, Arabic is the language of culture and civilization. It has 28 orthographic letters Al 'Alamiyah, 1999

Al-Qasimy in (Dewi, 2016) explained Arabic in the Qur'an is the Arabic used and known when the Qur'an was revealed regardless of its development in modern times. According to linguists, Arabic is a language that comes from the mixing of the languages of people living in the Arabian Peninsula (Nasir, 2014).

Arabic is a dynamic language. It is a living and constantly evolving language. Conversely, language that is no longer used will die (Aziz & Dinata, 2019).

Arabic are utterances used by Arabs to express their intention thoughts and feelings (Al-Ghalayain ,bairut 1987)

According to Ummi Mahmudah, Arabic is a language that belongs to the Semitic language family. It is spoken by the peoples and nations who live around the Tigris and Euphrates rivers, the Syrian mainland, and the Arabian Peninsula (Middle East), including Phoenician, Assyrian, Hebrew, Arabic, Syrian, and Babylonian (Noor, 2018). Arabic is the official language used by Arabs and is the mother tongue of Arab people (Habibah, 2016).

Arabic (*al-lughah al-'Arabīyyah* or *'Arabī*) is a Middle Semitic language related to Hebrew and Neo-Aramaic. Arabic is the most widely spoken of all the Semitic languages. This language is spoken by more than 280 million people. Most of them live in the Middle East and North Africa. It is the official language of 25 countries, and it is the language of Al-Quran. Based on its geographical distribution, there are many varieties (dialects) of spoken Arabic, some of which are not mutually intelligible. Modern Arabic is classified by ISO 639-3 as a macro language with 27 sublanguages. Standard Arabic (sometimes called Literary Arabic) is taught widely at schools and universities and applied in the workplaces, government, and mass media (Iswanto, 2017).

Arabic has strict rules in word formation which include nouns (*ism*), verbs (*fi'il*), and particles (*harf*) (Hadi, 2017).

Ismail HS. Idris defined Arabic as follows:
Which means:

Arabic is the language chosen by Allah to communicate to His servants who have sent down as the closing of His rules to the noblest messenger, namely the Prophet Muhammad. In the form of Al-Qur'an and the Hadith (Salim, 2015).

Abd. Rauf Shadry defined Arabic as follows:
Which means:

Arabic is the human language chosen by Allah to communicate with His beloved servant, the Prophet Muhammad SAW enshrined in the Al-Qur'an and al-Hadith which has come down to us widespread throughout the earth due to religion, knowledge, sciences, culture, social, politics, and economics (Salim, 2015).

Arabic has a special position among the languages in the world in terms of four aspects, namely: 1) Arabic is the language of Al-Qur'an required by every Muslim to understand orders, prohibitions, and laws; 2) it is the language of worship; 3) it is the language of hadith, and; 4) there is large number of Arabic speakers covering 22 countries which make Arabic their first language, and most Islamic countries use Arabic as their second language (Zaid et al. 2020).

Learning Arabic in general is the same as learning other foreign languages which aims to achieve four basic skills (listening, speaking, reading, and writing). The ability to use language in the world of language teaching is called language skills (*maharah al-lughah*). These skills consist of four, namely listening (*maharah al-istima*), speaking (*maharah al-kalam*), reading (*maharah al-qiraah*), and writing (*maharah al-kitabah*) (Herman, 2013).

In learning Arabic, writing skill (*maharatul kitabah*) is a systematically planned process to improve students' ability to communicate in Arabic writing (Syukriya, 2019).

In Arabic, writing is also called *kitābah*. The word *kitābah* is a derivation of *kataba*, *yaktubu*, *katbān*, *kitāban*, and *kitābatan*. They are patterned from *fa'ala-yaf'ulu*. Besides, *kitābah* also means compiling, collecting, and registering (Hendrawanto, 2020).

Writing skill (*maharah al-kitabah*) is the ability to describe or express thoughts, starting from simple aspects such as writing words to complex aspects or composing (Munawarah, 2021).

Writing is an important skill to be mastered in learning Arabic. It is because this skill includes productive skills for establishing communication in written language. By mastering this skill, the students can express their thoughts in writing (Istaqam, 2021).

Writing or *kitabah* is one of the four aspects of Arabic language skills. This skill is difficult to master because it is the pinnacle of others. Therefore, it takes enough time to teach it to students (Martias, 2023).

Maharah al-kitabah (writing skill) is the ability to realize what is read or heard and pour it into a series of words that form writings according to the Arabic rules with to be easily understood by the readers (Yusuf, 2019).

Maharah (skill) in Arabic comes from the basic word *مهارة* which changes to the form *mashdar* which means skill. Meanwhile, the word *كتابة* which means writing is a form of *mashdar* which comes from the word *كتب* (*kataba*) (writing). *Kitabah* is defined as a collection of words arranged orderly. *Kitabah* means a series of words that contain specific meanings (Muslimin, 2021).

Writing skill (*maharah kitabah*) is grouped into productive skills which are parallel to speaking (*maharah kalam*). Meanwhile, listening (*maharah istima'*) and reading (*maharah qira'ah*) are the receptive ones (Ariyanto, 2023).

Writing is a language skill that produces or provides information to other people (readers) in written form. It is a change in the form of thoughts or feelings into a form of writing (Ariyanto, 2023).

Writing proficiency is an effort to apply language abilities and skills. It is because by writing, someone must apply two skills together (active and productive). The learning stages also require specific processes. *Maharah al-kitabah* in Arabic starts from learning the basic *maharah al-kitabah*, namely knowledge about procedures for writing, connecting letters, writing words, writing sentences, and writing without looking at the text to pouring ideas and concepts (Fajriah, 2017).

There are still some problems in learning Arabic. The problems include the units and patterns that show structural differences between one language and another. These problems can hinder and slow down the implementation of the learning process in Arabic studies. They may arise from within the Arabic language itself (linguistic problems) and also externally such as teachers, students, and others (non-linguistic issues). The learning problems consist of two parts. The first is linguistic problems (language). They include some difficulties encountered due to the characteristics of Arabic itself as a foreign language. The second one is non-linguistic problems. They are difficulties triggered by certain factors outside of language, for example, educational background, motivation and interests, environment, inappropriate methods in the learning process, curriculum, and so on (Ahmadi 2020).

The most distinguished factor is that Arabic writing is completely different and distinctive. It is not in the least similar to writing in other languages. Therefore, many students who are learning Arabic have difficulty solving this issue. Some students who have studied Arabic for a long time in college may still experience mistakes when writing Arabic scripts in the form of writing verses from Al-Quran, al-Hadith, and others (Ahmadi, 2022).

Writing itself has some important aspects as a language symbol. They are: Communication; writing is a powerful communication medium. By writing, one can convey ideas, thoughts, and information clearly and precisely. This enables effective communication among individuals who are in different locations, languages, or times.

Archiving and Learning; writing allows us to record and store information in written forms. It will be easier to archive knowledge, history, and experience to be accessed in the future. Also, writing helps the learning process, because we can reflect on our thoughts and gain a better understanding.

Preservation of Culture; Writing is vital in preserving the culture and heritage of a society. By writing, folklore, traditions, and cultural knowledge can be written down and preserved from generation to generation. Writing allows cultural heritage to be passed on and studied by people in the future.

The essence of Identity; Writing is a language symbol that builds and strengthens individual and community identities. It can reflect the way a person thinks, feels, and interprets the world. Through writing, an individual can express his ideas, beliefs, values, and world views.

Critical and Analytical Thinking; Writing requires deep thought, structure, and logic. When someone is writing, he must structure arguments, formulate opinions, and organize information in an orderly way. It encourages critical and analytical thinking and helps to develop strong thinking skills.

Inspiration and Creativity; Writing can also be a channel for creative expression. In writing poetry, stories, or other works of art, people can draw on their imagination and inspire others. Creative writing allows someone to share his unique experience in a way that no other form of communication is possible.

The reasons above make writing a very vital symbol of language. Writing plays a central role in information exchange, intellectual development, and cultural maintenance. It also provides space for individuals to express and convey themselves clearly and creatively.

Learning Arabic inherently involves studying Arabic culture. It is not only a medium of communication. It also reflects the identity, values, beliefs, and way of life of a group of people. Therefore, when an individual learns Arabic, he will also be involved in understanding and appreciating Arabic culture. There are several ways in which learning Arabic is closely related to learning Arabic culture:

Vocabulary and Phrases; Arabic has a rich and varied vocabulary and expressions that reflect aspects of Arabic culture. As we are studying this vocabulary and expressions, we will also learn about the concepts, traditions, and customs of the Arabic people.

Grammar and Sentence Structure; Arabic grammar, including sentence structure and morphological rules, influences the way Arabs communicate. In studying this grammar, you will understand how Arabs structure thoughts and ideas in their conversations, which reflects the way of thinking and constructing language in Arabic culture.

Arabic Literature and Poetry; Arabic literature and poetry play a vital role in Arabic culture. By studying Arabic, we can explore classical and contemporary Arabic literary works that reflect the ideas, values, history, and feelings of Arabic people.

Customs; the Arabic language also reflects the traditions and customs lived by the Arab people. As we learn Arabic, we will find phrases and sayings related to events, celebrations, customs, and social values of the Arabic culture.

Ethics and Social Grammar; Arab culture has unique social ethics and grammar. Learning Arabic will introduce you to the social norms and rules of communicating with Arabs, including the manners, greetings, respects, and expressions of courtesy valued in Arabic culture.

The students who enroll in Arabic language departments at public tertiary institutions are not *madrasah aliyah* (MA) graduates. They mostly come from high schools (SMA) or vocational high schools (SMK) that go through the SNPTN (National Selection to Enter State Universities), SBMPTN (Joint Selection to Enter State Universities), and SPMU (Independent Selection University Admissions). However, public tertiary institutions have the same CPL (graduate learning achievement) target, while the students come from different schools without involving the study program to participate in selecting prospective students' Arabic language competencies. It should be specifically for writing skills which are crucial in learning that need the best solutions that suit the students' needs whose Arabic language skills are not the same. The demands come from public tertiary institutions in terms of graduate learning outcomes (CPL) that must be the same among the students from MA, SMA, and SMK.

There are some reasons why there are differences in the ability to write Arabic between the students who graduate from MA (*Madrasah Aliyah*) or Islamic boarding schools and SMA (*High School*).

The students who graduate from MA or Islamic boarding schools generally spend more time learning Arabic than those who are from high schools. They may have learned Arabic from the primary and secondary levels, and continue to deepen their understanding at the senior secondary level. Therefore, they have more time and opportunities to strengthen their Arabic writing skills.

The schools that focus on religious education such as MA and Islamic boarding schools often place special emphasis on Arabic. They may use more intensive and structured teaching methods to teach Arabic writing skills to their students. On the other hand, regular high school students who generally have a more general curriculum may not provide the same focus on Arabic. These different learning methods can affect the student's ability to write Arabic.

The graduates of MA or Islamic boarding schools are often engaged in certain activities that reinforce the use of Arabic in daily life. They may speak Arabic in daily interactions such as when communicating with peers, teachers, and the school environment that uses Arabic widely. This gives them more opportunities to practice and improve their writing skills. On the other hand, high school graduates may not have the same opportunity to practice and use Arabic in their everyday life.

The students who graduate from MA or Islamic boarding schools often live within an environment that mostly speaks Arabic at school and home. They may have more opportunities to listen to, read, and write in Arabic. Meanwhile, high school graduate students do not experience the same thing for practicing their Arabic, especially if they do not have a supportive environment around them.

Therefore, Arabic writing activities should start early as learning to write Latin. However, there are still problems in learning Arabic writing skills. Based on the needs analysis, these problems can be minimized by the use of textbooks that fit the students' needs and understanding level in Arabic skills. Why do we need textbooks so that learning Arabic writing skills becomes systematic and directed? The textbooks are made to meet the student's needs students in learning Arabic writing skills

Komalasari explained that textbooks are standard books compiled by experts with instructional aims and objectives. They are provided with learning media that are compatible and easy to understand by users (*madrasah* and college students) to support a learning program (Komalasari, Kokom: 2010).

Sugiarto explained that textbooks compiled for the benefit of the learning process resulted from research findings or a study of a particular field formulated into learning materials (Sugiarto Agung, 2011).

Learning Arabic entirely will give us a deeper insight into Arabic culture. We can also understand ways of thinking, world views, values, daily life, and ways of interacting with Arab society. Learning Arabic can be a valuable entry point to a more comprehensive understanding and appreciation of Arabic culture. Thus, writing Arabic is not always about Arabic culture. It can be about local culture (our surrounding environment).

Conservation is an effort to preserve the environment. However, it must pay attention to certain benefits obtained while maintaining the existence of each environmental component for future use. One form of conservation is the conservation of natural resources. It includes efforts to manage natural resources to ensure their wise use. For renewable resources, it aims to ensure the sustainability of their supply in maintaining and improving the quality, value, and diversity. Conservation can also be viewed from an economic and ecological perspective. Conservation from an economic perspective is an attempt to allocate natural resources for now. Based on the ecological side, conservation is an allocation of natural resources for now and in the future.

Writing in Arabic according to the conservation of local art and culture has several benefits. It can influence the maintenance and development of a rich cultural heritage. Here are some reasons why writing in Arabic with a focus on the conservation of local art and culture is important:

Preserving Culture; the Arabic language has been a vital means for conveying and sustaining the rich cultural traditions of the Arabs. In Arabic writing, by focusing on local art and culture, we can describe and express the rich culture that exists in Arab society. This helps maintain a unique cultural identity and prevents crucial traditions not to be forgotten.

Strengthening Cultural Awareness; by writing in Arabic, you can produce works that raise people's awareness of their local arts and culture. This helps people better understand the beauty and cultural values that surround them. In this process, the writers can also investigate and reveal aspects of culture that may have been forgotten or given little attention.

From the descriptions above, several factors underlie the researcher choosing the title Development of a Textbook of Conservation-Insighted Arabic Writing Skills in Public Higher Education.

First, it is important to maintain and preserve Arabic culture and traditions including the Arabic language in this globalization era. Writing skills in Arabic are a vital aspect of this cultural heritage. It requires special attention to ensure that future generations can master the language.

The second one is that the development of a conservation-oriented Arabic language writing skill textbook is related to the need to integrate environmental conservation principles into the educational context. Environmental conservation has been an urgent global issue, and incorporating this perspective into textbooks on Arabic writing skills in public universities can increase the student's awareness and understanding of the importance of protecting nature and biodiversity.

These textbooks can also promote awareness about the importance of using Arabic sustainably and responsibly. The Arabic language has a long and rich history. There should be proper maintenance and use of this language to maintain Arabic cultural identity and prevent unexpected changes.

The development of textbooks on conservation-oriented Arabic writing skills in public universities can also facilitate a better understanding of social and environmental issues faced by Arab society. The students explore some topics such as natural resource management, climate change, and others faced by Arab countries.

By combining Arabic writing skills with an understanding of conservation issues, the textbooks can help students sharpen their horizons and knowledge. They can motivate them to play an active role in protecting their environment and culture and develop competent writers in Arabic who also have a strong understanding of conservation. Here, the researcher formulates some issues related to the Development of Conservation-Insighted Arabic Writing Skills Textbooks in Public Higher Education with the R&D (research and development method)

Development method of learning materials for the Arabic writing skill with a conservation perspective

Suggested that this model can be used for different product development in learning activities like models, learning strategies, methods, media, and learning materials.

The first step in the development of conservation-oriented learning materials in Arabic writing skills is to analyze the need for new product development (models, methods, media, and learning materials) and analyze the feasibility and requirements of the product development. Product development can start with the analysis of the problems in an existing/applied product. The problems can be due to the existing or available products being no longer relevant to market targets, the learning environment, technology, students' characteristics, and so on. After analyzing the problem of the need for new product development, we should also analyze the feasibility and requirements of the product development. The analysis process can be through asking some questions, The analysis of new product needs aims to determine the product feasibility, especially the development of learning materials for Arabic language writing skills with a conservation perspective.

RESULT AND DISCUSSIONS

The following sections present the results of the analysis questionnaire for the development of textbooks on Arabic language writing skills with a conservation perspective from 43 respondents

Develop proper learning materials for Arabic writing skill

Perspective from 43 respondents:

1. Students have studied Arabic before coming to the college (answer: Yes-37 (86%) with the reason that they went to Madrasah Tsanawiyah and Madrasah Aliyah where Arabic was a compulsory subject, and No-6 (16%) because they graduated from regular high schools with no Arabic lesson),
2. Students have used Arabic in their daily life before coming to the college (answer: Yes-17 (39.5%) because the Islamic boarding schools require them to speak Arabic, and No-27 (62.8) due to an unsupportive environment and lack of mastery of *mufrod*),
3. Students have possessed Arabic language skills before coming to the college (answer: Yes-30(69.8%) because they have studied at their Islamic boarding schools, and No-14(52.6%) because they are just learning Arabic in college and have never thought about enrolling the Arabic language education program),
4. Students have known about Arabic language skills before coming to the college (answer: Yes-22 (51.2%) because they studied at an Islamic boarding school, and No-21(48.8%) because they learned Arabic but did not understand the distribution of Arabic skills),
5. Students have studied Arabic language skills before coming to the college (answer: Yes-28 (65.1%) because they studied at an Islamic boarding school before coming to the

college, and No-15 (34.9%) because they studied Arabic but did not completely understand about the distribution of Arabic language skills.,6.Students have studied Arabic listening skills before coming to the college(answer: Yes-32 (74.4%) because they studied at an Islamic boarding school before, and No-11 (25.6%) because they learned Arabic but lack understanding of Arabic listening skills),.7.Students have learned Arabic speaking skills before coming to the college (answer: Yes-32(74.4%) because they studied at an Islamic boarding school before, and No-11(25.6%) because they studied Arabic but lack understanding of Arabic speaking skills),8.Students have learned Arabic reading skills before coming to the college (answer: Yes-38(88.4%) because they studied at an Islamic boarding school before, and No-5(11.6%) because they studied Arabic but lack understanding of Arabic reading skills),9.Students have learned Arabic writing skills before coming to the college (answer: Yes-36(83.7%) because they studied at an Islamic boarding school before,and No-7(16.3%) because they studied Arabic but lack understanding of Arabic writing skills),10.Students have learned to write Arabic before coming to the college (answer: Yes-35 (81.4%) because they studied at an Islamic boarding school before,and No-8 (18.6%) because they studied Arabic but lack understanding of Arabic writing skills),11.Students have learned good and correct Arabic writing skills (answer: Yes-36 (83.7%) because they studied at an Islamic boarding school properly and correctly before, and No-7 (16.3%) because they studied Arabic but lack understanding of Arabic writing skills),12.Students use special learning materials in learning Arabic writing skills (answer: Yes-12(27.9%) because they have learned to write Arabic using textbooks and studied at an Islamic boarding school which had a special curriculum, and No-31(72.1%) because they studied Arabic but did not use Arabic writing skill textbooks),13.Students are more excited if the Arabic writing skill uses proper learning materials (answer: 41 students (97%) say “Yes” because they can study regularly and systematically, and 2 (3%) students say “No” because they do not provide flexibility in expressing Arabic writing skill),14.Students agree that it is necessary to develop proper learning materials for the Arabic writing skill with a conservation perspective (answer: 40 (93%) students say “Yes” because they provide flexibility in expressing Arabic writing skill, specifically on the theme of conservation, and 3 (7%) students do not agree because they do not provide sufficient flexibility in expressing Arab writing skill),15. Students agree if it is necessary to develop proper learning materials for Arabic writing skills with a conservation perspective based on the UNNES’ vision and missions(answer: 40 students (93%) agree because they provide flexibility in expressing Arabic writing skills, specifically on the theme of conservation according to UNNES’ vision and missions, and 3 students (7%) do not agree because they do not provide flexibility in expressing writing skill.

There are some reasons why some students have studied Arabic before being university students:

They need to understand the Islamic religion.The holy book of Islam (Al-Qur'an) is written in Arabic. Therefore, learning Arabic is crucial for those who want to understand and practice Islamic teachings better. Besides, some study programs related to Islamic studies and Arabic require a solid basic understanding of Arabic. Therefore, those who intend to take the study program must learn Arabic before coming to college,They want to work in Arab countries. Arabic is the official language in many countries in the Middle East, so those planning to work there in the future must have a good understanding of the language,They have a strong interest in Arabic culture and literature. The Arabic language is rich in fascinating literature and culture. Some students are interested in learning this language because they want to understand Arabic literature and culture more deeply.Meanwhile, the reasons for those who have never studied Arabic are:The school curriculum does not include Arabic as a compulsory subject. In some countries like Indonesia, Arabic is not an obligatory lesson in public schools. Thus, the students do not have the opportunity to learn Arabic unless they choose to study at a school or educational institution that specifically provides Arabic learning,They have few opportunities to learn Arabic. In certain areas, it is difficult to find educational institutions or teachers who can teach Arabic properly in a structured manner. This can limit someone’s chances to learn Arabic before coming to college,They do not interested in the Arabic language,and they lack awareness about the importance of the Arabic language. Some people may not be interested or not aware of the importance of learning Arabic as a religious and international language in the Islamic world. Thus, they do not choose To learn Arabic until they become a university student. Using a conservation-oriented Arabic writing skills textbook has several strong reasons, including,Preservation of Culture: Arabic is one of the richest languages with a rich history and culture. By using conservation-oriented textbooks, we can ensure that this cultural heritage continues to be enriched and preserved. The book can promote a better understanding of cultural aspects related to the Arabic language, such as literature, poetry and local traditions.Environmental Protection: Conservation of natural resources is very important to protect the environment. In the context of textbook production, this can mean using

environmentally friendly raw materials, reducing waste, and adopting sustainable printing practices. Thus, textbooks with conservation insight can help reduce negative impacts on the environment. Sustainable Living: The use of conservation-oriented textbooks can also contribute to the creation of a more sustainable life. Through the book, we can promote values such as social justice, gender equality and economic sustainability. By conveying these messages to readers, textbooks can help create a more sustainable society, Global Awareness: Arabic writing skills are very important in a global context. By using conservation-oriented textbooks, we can increase global awareness of environmental and social issues. The book can teach students about the importance of preserving biodiversity, respecting different cultures, and contributing to the betterment of the world, Holistic Learning: Textbooks with a conservation perspective not only help students develop Arabic writing skills, but also provide a broader understanding of the environment, culture and social responsibility. This enables more holistic and in-depth learning, which helps students grow into caring and responsible individuals., By using a conservation-minded Arabic writing skill textbook, we can combine language learning with a broader understanding of the environment and culture, and contribute to the creation of a sustainable society.

Conclusion

Arabic writing textbooks are vital because Arabic is a central language in the Islamic world and is the official language of countries such as Saudi Arabia, Egypt, and Syria. Many people learn Arabic to understand the Al-Quran and Hadith. It is also to communicate with Arabic people or Muslims around the world. In learning Arabic, writing is one of the most important skills. Arabic writing requires a good understanding of grammar, vocabulary, and skills. Therefore, Arabic writing textbooks help learners to develop their writing skills in Arabic. The Arabic writing textbooks can help them understand grammatical concepts and sentence structures. Also, this textbook can expand their vocabulary and improve writing skills like procedures for writing letters or essays. Using the right textbooks, the students can learn to write in Arabic more effectively and efficiently. These textbooks can also help them speed up the learning process and improve their understanding of Arabic. The Arabic writing textbooks are crucial to help students develop good and effective writing skills in Arabic. Thank you

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