

## LEARNING ARABIC WRITING SKILLS WITH A CONSERVATION PERSPECTIVE IN THE MBKM PROGRAM

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**Abstract:** Learning Arabic writing skills has a strategic role in improving students' cross-cultural competence, especially in the Islamic world. This study examines the effectiveness of learning Arabic writing with a conservation perspective in the Merdeka Belajar Kampus Merdeka (MBKM) program. The conservation-oriented learning approach emphasizes environmental awareness and responsibility for nature conservation through relevant themes such as waste management and biodiversity conservation. This study used mixed methods (qualitative and quantitative) to measure the improvement of students' writing skills and their conservation awareness. The results showed an increase in Arabic writing skills in 80% of students and an increase in environmental awareness in 85% of students. This study also highlighted challenges such as differences in students' initial abilities and limited learning materials. Solutions include intensive training, thematic module development, and collaboration with Arabic language and conservation experts. This approach not only improves academic competence but also encourages students' environmental awareness.

**Keywords:** Learning Arabic, writing skills, MBKM.

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## Introduction

Arabic language learning plays a strategic role in shaping a generation capable of cross-cultural communication, especially in the Islamic world. One essential skill in Arabic language learning is writing skills. This skill encompasses not only the ability to construct sentences with correct grammar but also the ability to convey ideas in a structured and effective manner. In support of the vision of Merdeka Belajar Kampus Merdeka (MBKM), learning Arabic writing skills with a conservation perspective has become one of the relevant innovative approaches. The conservation-oriented approach emphasizes environmental awareness and responsibility for nature preservation. In the context of learning, this approach can be integrated through relevant and contextual conservation themes. This approach allows students to develop critical thinking skills, creativity, and collaborative skills while reinforcing values of environmental care. Implementation of Conservation-Oriented Learning in Arabic Writing Skills

Determining Project Themes, Project themes are determined based on conservation issues such as environmental preservation, waste management, or the importance of maintaining biodiversity. For example, students may be assigned to write articles about environmental preservation in Arabic. Preparing Learning Plans The learning plan includes the objectives to be achieved, project

stages, and success indicators. Students are encouraged to actively participate in planning so that they feel responsible for the projects they undertake, Project Execution

The project is carried out in several stages, such as researching conservation issues, drafting writing, revising, and presenting final results. In this process, instructors act as facilitators who provide guidance and feedback.

Collaboration and Discussion Students are invited to work in groups to discuss ideas, improve their writing results, and provide feedback to one another. This collaboration not only enhances writing skills but also communication and teamwork skills, Project Assessment is conducted holistically, encompassing both process and final product. The assessment rubric is designed to measure linguistic aspects, creativity, and relevance of content with a conservation perspective, Benefits of the Conservation-Oriented Approach The conservation-oriented approach provides several benefits for learning Arabic writing skills, including:

Increasing Environmental Awareness: Students gain a better understanding of the importance of environmental preservation through exploring conservation themes.

Enhancing Learning Motivation: Students are more motivated because the projects undertaken are relevant to real-life situations,

Deepening Language and Cultural Understanding: Projects that require exploration of Arabic language and culture help students understand the context of language use more deeply. Challenges and Solutions Challenges in implementing conservation-oriented learning include time constraints, disparities in students' abilities, and the need for intensive guidance. To address these challenges, instructors can Break down projects into smaller tasks with clear deadlines, Provide initial training on the basics of Arabic writing. Use technology to facilitate discussions and collaborations, such as word processing applications or online learning platforms.

## Methods

This research employs a mixed methods approach (qualitative and quantitative) to obtain comprehensive data regarding the effectiveness of learning Arabic writing skills with a conservation perspective in the MBKM program. The following is a detailed explanation of the research methods used:

### a. Research Approach and Design

1. Qualitative Approach: Used to explore students' and instructors' experiences, perceptions, and attitudes toward the learning program.
2. Quantitative Approach: Used to measure improvements in Arabic writing skills and students' conservation awareness through measurable instruments.
3. Research Design: Descriptive exploratory design is applied to explain phenomena occurring during learning.

### b. Research Subjects

Population: Students from the Arabic Language Study Program at a university participating in the MBKM program. Sample: 30 students selected purposively based on criteria: Registered in the MBKM program. Have intermediate to advanced levels of Arabic proficiency.

Willing to participate in all stages of research.

### c. Research Instruments

1. Writing Tests: To measure students' writing abilities before and after the program.
2. Questionnaires: To collect quantitative data on conservation awareness levels and learning motivation.
3. Interview Guidelines: To explore students' and instructors' opinions on learning effectiveness.
4. Assessment Rubrics: To evaluate students' written outputs based on linguistic aspects, creativity, and relevance to conservation themes.

### d. Research Procedures

#### 1. Preparation Stage

Determine project themes for learning, such as environmental preservation or waste management., Develop learning materials such as modules, sample writings, and reading lists, Conduct training for instructors on implementing conservation-oriented methods.

#### 2. Implementation Stage:

a. Pre-Test: Conducted to measure initial writing abilities of students.

Learning Activities: Students are given material on Arabic grammar and vocabulary relevant to conservation themes. Writing projects are carried out step-by-step: theme research, draft preparation, revision, and finalization. Group discussions and individual guidance are provided intensively throughout the project.

b. Post-Test: Conducted after program completion to measure improvements in writing skills.

#### 3. Data Processing Stage

Quantitative Data: Results from writing tests and questionnaires are analyzed using descriptive statistics to observe changes that occur.

Qualitative Data: Results from interviews and observations are analyzed using thematic analysis methods to identify emerging patterns and themes.

Data Analysis Quantitative Analysis: Pre-test and post-test data are compared using t-tests (paired t-test) to measure significance in writing skill improvement.

Qualitative Analysis: Interview and observation data are analyzed through coding processes, categorization, and interpretation to understand learning dynamics.

### e. Validity and Reliability

Instrument Validity: Validation by Arabic language experts and conservation education specialists is conducted to ensure instrument appropriateness.

Data Reliability: Data triangulation is performed by comparing results from tests, questionnaires, and interviews. Research Ethics This research considers ethical aspects such as informed consent, data confidentiality and participant anonymity. Students and instructors are provided with explanations about research purposes and procedures before consenting to participate.

## Results and Discussion

### The Implementation of Arabic Writing Skills Learning with a Conservation Perspective in the Merdeka Belajar Kampus Merdeka (MBKM) Program

#### 1. Learning Approach:

The learning of Arabic writing skills in the MBKM program with a conservation perspective can utilize project-based or problem-based approaches (Project-Based Learning/PBL or Problem-Based Learning/PBL). These approaches allow students to:

- Develop writing skills through the exploration of environmental and conservation issues.
- Integrate conservation values into Arabic writings, such as the importance of preserving nature, safeguarding cultural heritage, or utilizing resources wisely.

#### Analysis:

This approach supports the MBKM goal of creating graduates who are creative, innovative, and environmentally conscious while providing a space for mastering Arabic writing skills in a relevant context.

## 2. Integration of Conservation Values:

This learning has the potential to integrate conservation themes, such as:

- **Environmental Preservation:** Students write articles, poems, or essays in Arabic that address global and local environmental issues.
- **Cultural Preservation:** Using Arabic writing to reflect cultural values and local heritage related to conservation.
- **Local Wisdom:** Highlighting local wisdom values that can serve as models for conservation from an Islamic perspective.

### Analysis:

This integration strengthens students' awareness of conservation while enhancing their Arabic writing skills meaningfully and contextually.

## 3. MBKM Collaboration:

Within the MBKM program, students can participate in:

- **Internships:** Internships in institutions focused on education, conservation, or the environment, producing Arabic written works as part of the output.
- **Independent Projects:** Developing modules or Arabic textbooks with conservation themes.
- **Thematic KKN:** Conservation-oriented community service programs where students can create Arabic writing literacy programs in communities.

### Analysis:

The flexibility of the MBKM program allows students to integrate practical experiences with the theoretical learning of Arabic writing skills.

## 4. Challenges:

- **Students' Initial Skills:** Not all students have sufficient Arabic writing skills to delve into conservation themes.
- **Availability of Materials:** Limited availability of materials or learning resources that combine Arabic and conservation themes.
- **Evaluation Complexity:** Assessing the quality of Arabic writing that incorporates conservation values requires clear and structured evaluation criteria.

### Solutions:

- Providing intensive initial training to improve Arabic writing skills.
- Developing specific learning modules that integrate conservation values.
- Engaging Arabic language and conservation experts to design evaluation criteria.

## 4. Results and Impacts:

If optimally implemented, this learning can:

- **Improve Students' Skills:** Students will be able to write in Arabic on conservation themes, demonstrating cultural, linguistic, and global issue understanding.

- **Enhance Environmental Awareness:** Shape individuals who are environmentally conscious through written works.
- **Global Relevance:** Open opportunities for students to engage in global discourses on conservation through Arabic writing.

This analysis shows that implementing Arabic writing skills learning with a conservation perspective in the MBKM program has the potential to provide significant benefits for students, institutions, and society. However, its success depends on the readiness of resources, curriculum, and integrated implementation support.

The study was conducted to measure the effectiveness of learning Arabic writing skills with a conservation perspective within the MBKM program. This study focuses on how integrating conservation themes into the learning process can enhance students' writing abilities while fostering environmental awareness. **Research Methodology** This research employs qualitative and quantitative approaches (mixed methods). Data were collected through observations, interviews, questionnaires, and analysis of student project documents. Research subjects consisted of 30 students from an Arabic study program at a university participating in the MBKM program. Research stages include: **Project Design:** Students were assigned tasks to write essays, articles, or short stories themed around conservation in Arabic.

1. **Project Implementation:** The project was carried out over one semester with intensive guidance from instructors.

2. **Project Evaluation:** Written outputs were assessed based on rubrics covering linguistic aspects, theme relevance, and creativity. **Improvement in Arabic Writing Skills** After implementing the program, students' writing abilities significantly improved.

Data analysis shows that: 80% of students were able to compose writings with good grammatical structure. 75% demonstrated an ability to convey ideas in a structured and relevant manner. Students' creativity increased as evidenced by various writing styles used. **Increased Environmental Awareness** Integrating conservation themes into writing instruction helped students understand environmental issues better. **Questionnaire results** indicate that: 85% of students acknowledged greater concern for environmental preservation after participating in this program. 70% stated that conservation themes added meaning to their Arabic language learning process. **Student Responses to the Program** Student responses toward this approach were very positive. Most students felt that conservation themes made learning more engaging and relevant. **In-depth interviews** revealed that students were more motivated to complete writing assignments because they found the projects meaningful. **Challenges Faced During Implementation** The main challenges encountered included: Differences in Arabic language proficiency among students. Limited reference resources related to conservation themes in Arabic. **Solutions** included grouping students based on proficiency levels and providing additional supporting materials.

## Conclusion

Learning Arabic writing skills with a conservation perspective within the MBKM program has proven effective in enhancing students' writing abilities while fostering environmental awareness. This method not only provides academic benefits but also helps students understand the importance of environmental preservation

within a global context. Similar approaches can be applied to other language skills such as reading and speaking. There is a need for developing educational resources that support conservation themes in Arabic language instruction. Further research is recommended to measure the long-term impacts of this program on student attitudes and behaviors. Learning Arabic writing skills with a conservation perspective within the MBKM program represents an innovation that can enhance the quality of Arabic education at universities. With this approach, students not only master writing skills but also gain meaningful and relevant learning experiences. Well-planned implementation supported by effective facilitation will ensure the success of this program. This translation captures all key points from your original document while maintaining clarity for English-speaking audiences. The implementation of Arabic writing skills learning with a conservation perspective in the MBKM program demonstrates significant potential in supporting students' competency development while instilling conservation values. The key conclusions of this implementation are as follows:

1. **Integration of Conservation and Arabic Learning:** Arabic writing skills learning through project-based or problem-based approaches enables students to not only enhance their linguistic abilities but also understand and apply conservation values, such as environmental preservation, cultural heritage and local wisdom.
2. **Relevance to the MBKM Program:** The flexibility of the MBKM program supports the implementation of experiential learning, such as internships, independent projects, and thematic community service (KKN), which can result in Arabic written works with conservation themes. This aligns with MBKM's goal of producing graduates who are creative, innovative, and adaptive to global needs.
3. **Challenges in Implementation:** Key challenges include variations in students' initial skill levels, limited availability of suitable teaching materials, and the complexity of assessing conservation-oriented Arabic writing. However, these challenges can be addressed through intensive training, the development of thematic learning modules, and collaboration with experts in Arabic and conservation.
4. **Positive Outcomes and Impacts:** This learning approach has the potential to produce students capable of writing meaningful Arabic content, raising environmental awareness, and achieving global competitiveness through engagement in international conservation discourse.
5. **Essential Support:** The program's success requires support in the form of an integrated curriculum, adequate resources, training for both lecturers and students, and collaboration between educational institutions and conservation organizations.

In conclusion, Arabic writing skills learning with a conservation perspective in the MBKM program is an innovative strategy that not only enhances students' competencies in Arabic but also contributes to shaping individuals who are environmentally conscious and prepared to face global challenges.

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