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Curriculum Evaluation of *Maharah Istima'* in Intensive Classes: Harmonizing Lesson Plan and Practice

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Abstract

This study evaluates the effectiveness of the Maharah Istima' curriculum in intensive Arabic language classes by examining the alignment between Semester Learning Plans (RPS) and classroom learning practices. A qualitative descriptive approach was employed, utilizing document analysis, classroom observations, and interviews with instructors and curriculum developers for data collection. The data were analyzed through interactive qualitative analysis, which included data reduction, presentation, and conclusion formulation. The results indicate that while the RPS contained clear objectives, materials, and assessment strategies, their implementation in the classroom frequently deviated due to time constraints, varying student abilities, and a lack of readily available authentic materials. Pedagogical adjustments made by instructors often enhanced student engagement, yet these adjustments were not fully aligned with the curriculum design. This study underscores the necessity for regular curriculum evaluation, enhanced communication between curriculum developers and instructors, and the strengthening of professional training focused on adaptive and contextual teaching. These findings contribute to the advancement of Arabic language curricula in higher education, particularly in enhancing the relevance and effectiveness of intensive listening skills instruction.

Keywords: Listening skill, Curriculum Evaluation, Intensive Arabic class, Lesson plan alignment

Abstrak

Penelitian ini mengevaluasi efektivitas kurikulum Maharah Istima' pada kelas intensif bahasa Arab dengan menelaah keselarasan antara Rencana Pembelajaran Semester (RPS) dan praktik pembelajaran di kelas. Penelitian ini menggunakan pendekatan deskriptif kualitatif, di mana data dikumpulkan melalui analisis dokumen, observasi kelas, dan wawancara dengan pengajar serta pengembang kurikulum serta dianalisis dengan analisis interaktif kualitatif yang terdiri dari reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa meskipun RPS telah memuat tujuan, materi, dan strategi penilaian yang jelas, implementasinya di kelas kerap menyimpang akibat keterbatasan waktu, variasi kemampuan mahasiswa, dan minimnya materi autentik yang mudah diakses. Penyesuaian pedagogis yang dilakukan pengajar seringkali meningkatkan keterlibatan mahasiswa, namun belum sepenuhnya sejalan dengan desain

kurikulum. Studi ini menegaskan perlunya evaluasi kurikulum secara berkala, komunikasi yang lebih intensif antara pengembang kurikulum dan pengajar, serta penguatan pelatihan profesional berbasis pengajaran adaptif dan kontekstual. Temuan ini berkontribusi pada pengembangan kurikulum bahasa Arab di pendidikan tinggi, khususnya dalam memperkuat relevansi dan efektivitas pembelajaran intensif keterampilan menyimak.

Kata Kunci: *Maharah Istima', Evaluasi Kurikulum, kelas Intensif bahasa Arab, Keselarasan RPS*

INTRODUCTION

Mastery of *Maharah Istima'* (listening skills) is a fundamental component in Arabic language learning¹, serving as the gateway to the development of other language skills such as speaking, reading, and writing². In the context of intensive Arabic programs at institutions like UIN Maulana Malik Ibrahim Malang, *Maharah Istima'* is taught through a structured curriculum based on a Semester Learning Plan (RPS)³. However, there is often a gap between the ideal curriculum design and its actual implementation in the classroom.

The intensive program commonly uses *Al-'Arabiyyah li al-Hayāh* (ALH) as the primary textbook across three levels: *Tamhīdī*, *Mubtadi'*, and *Mutaqaddim*⁴. Although lesson plan provides a clear framework for unit division and instructional progression, classroom realities often require teachers to make flexible adjustments due to differences in student abilities, time constraints, and limited listening resources. This misalignment affects the realization of intended learning outcomes⁵.

¹ Azman Che Mat et al., "Amalan Strategi Mendengar Dan Bertutur Bahasa Arab Dalam Kalangan Pelajar," *Akademika* 92, no. 3 (2022): 133–48.

² Sherly Yustuti, Masrun Masrun, and Hikmah Hikmah, "Development of Listening Skills Evaluation Instruments| Pengembangan Instrumen Evaluasi Keterampilan Menyimak," *Mantiqū Tayr: Journal of Arabic Language* 3, no. 1 (2023): 1–10.

³ Nanin Sumiarni and Aziz Syafruddin Syafrawi, "Efektifitas Pembelajaran Menyimak Dan Berbicara Untuk Pemula (Maharat Al-Istima' Wa Al-Kalam Li Lmustawa Al-Tamhidi) Berbasis KKNi Pada Mahasiswa Jurusan Pendidikan Bahasa Arab (PBA) IAIN Syekh Nurjati Cirebon," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (July 15, 2019): 78, <https://doi.org/10.24235/ibtikar.v8i1.3910>.

⁴ Thia Razimona et al., "Pengawasan Dan Evaluasi Program Bahasa Arab Untuk Peningkatan Berkelanjutan Di Universitas Islam Negeri Maulana Malik Ibrahim, Malang," *Al-Ma 'rifah: Jurnal Budaya, Bahasa, Dan Sastra Arab* 16, no. 2 (2019): 113–21.

⁵ Abdul Muntaqim Al Anshory, "Use of Information Technology-Based Arabic Learning Media in the Arabic Language Center (PKPBA) Universitas Islam Negeri Maulana Malik Ibrahim Malang: Information Technology-Based Arabic Learning Media," *Tarling : Journal of Language Education* 3, no. 1 (January 4, 2020): 41–58, <https://doi.org/10.24090/tarling.v3i1.3089>.

Ideally, curriculum design should connect learning objectives, teaching strategies, and assessment in an integrated way.⁶ Yet in practice, instructors frequently adapt the curriculum based on situational classroom dynamics, which are not always reflected in formal planning documents. From a theoretical standpoint, Krashen's Second Language Acquisition theory emphasizes the need for *comprehensible input*, suggesting that curriculum design must accommodate students' varied comprehension levels. Meanwhile, Saussure's structuralist theory highlights that language functions in relation to its use, underscoring the need for curricula to reflect actual communicative situations.

However, the application of these theories in curriculum documents is often normative and rigid, lacking responsiveness to real classroom challenges.⁷ This disconnection between theoretical ideals and practical realities can obstruct students' listening development⁸. While previous studies explored curriculum evaluation generally,⁹ few have focused on the specific skill of *istima'* and the micro-level misalignments between lesson plan and actual classroom delivery in intensive programs.

Recent studies, such as the research by Riska and Widodo¹⁰, show that listening instruction in the context of Arabic as a foreign language is often hindered by a lack of integration between curriculum planning and pedagogical practices that are responsive to students' needs. On the other hand, research by Tiniyyah¹¹ on motivation in Arabic language learning indicates that communicative and responsive approaches are more effective in enhancing receptive skills such as listening, compared to approaches that rely solely on formal syllabi. This study fills the gap by critically examining these micro-level misalignments in *istima'* instruction and

⁶ Imamuddin Imamuddin et al., "Analisis Pengembangan Kurikulum Bahasa Arab Di MTS Surya Buana Kota Malang," *Shaut al Arabiyyah* 9, no. 1 (2021): 69–77.

⁷ Dailatus Syamsiyah, "Analisis Deskriptif Teori Pemerolehan Bahasa Kedua," *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam* 6, no. 2 (2017): 59–80.

⁸ Rika Lutfiana Utami, "Desain Kurikulum Bahasa Arab Di Indonesia," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 1 (June 30, 2020): 108, <https://doi.org/10.24235/ibtikar.v9i1.6235>.

⁹ Mhd Ikhwanul Kamil et al., "KAJIAN BIDANG ILMU FILSAFAT TENTANG EPISTEMOLOGI STRUKTURALISME," *PRIMER: Jurnal Ilmiah Multidisiplin* 1, no. 3 (June 13, 2023): 268–81, <https://doi.org/10.55681/primer.v1i3.143>.

¹⁰ Riska Riska and Henro Widodo, "Evaluasi Guru Dalam Pembelajaran Kurikulum Al-Islam Kemuhmadiyah Dan Bahasa Arab (ISMUBA) Di Sekolah," *Ideguru: Jurnal Karya Ilmiah Guru* 8, no. 3 (September 1, 2023): 775–81, <https://doi.org/10.51169/ideguru.v8i3.538>.

¹¹ Antiq Kusthon Tiniyyah, Agus Zaenul Fitri, and Abd Aziz, "Evaluasi Kurikulum 2013 Menggunakan Model Campuran Multivariasi Di Era Society 5.0: Studi Kasus Di MAN 2 Kota Kediri," *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 9, no. 2 (2023): 137–50.

proposing a more responsive curriculum model that bridges theoretical ideals and classroom realities, offering a novel framework for enhancing listening pedagogy in intensive Arabic programs.

This study examines the extent to which the designed curriculum supports students' listening competence and evaluates the alignment between lesson plan and actual classroom practice in intensive Arabic listening instruction. By exploring the harmonization between curriculum design and classroom realities, the research provides critical insights into the effectiveness of Arabic listening pedagogy. The findings contribute to curriculum development while offering practical implications for educators and policymakers in designing more responsive and contextually relevant instructional frameworks.

METHOD

This study was conducted at a State Islamic University offering an intensive Arabic language program, focusing on *Maharah Istima'* (listening skills) as a core course. The participants were three purposively selected lecturers who not only teach *Maharah Istima'* but are also involved in designing and implementing the Semester Learning Plan, ensuring comprehensive insights into curriculum planning and classroom practice. Each lecturer, with 5–15 years of teaching experience and departmental curriculum involvement, taught one observed class.

Ethical procedures were upheld through informed consent, anonymity, and the use of pseudonyms in data reporting.¹² Primary data were collected using a semi-structured interview guide developed from curriculum evaluation literature and instructional alignment theories. The instrument underwent expert validation by two specialists in Arabic language education and qualitative research, followed by pilot testing with an external lecturer to refine clarity and sequencing before final deployment.

The research instrument encompassed three domains: perceptions of curriculum goals, strategies for implementing listening instruction, and challenges in aligning the lesson plan with classroom realities¹³. Data were collected over six weeks

¹² Rahmanudin et al., "Evaluasi Kurikulum Pembelajaran Bahasa Arab Di SMA Islam Al Azhar 24 Boarding School," *Taqdir* 8, no. 2 (2022): 227–39.

¹³ Bayu Kusferiyanto, "Evaluasi Kurikulum Merdeka Dalam Pembelajaran Bahasa Arab," *BARA AJI: Jurnal Keilmuan Bahasa Arab Dan Pengajarannya* 1, no. 02 (2024): 28–41.

through participatory classroom observations, semi-structured interviews, and document analysis. Observations examined the alignment between actual teaching practices and lesson plan, while interviews were recorded with participants' consent. Ethical procedures were strictly followed, ensuring voluntary participation, confidentiality, and secure data handling.

Data were analyzed using Miles and Huberman's interactive model, comprising data reduction through thematic coding, data display in matrices and diagrams, and conclusion drawing with triangulation of interviews, observations, and documents. Trustworthiness was enhanced through data triangulation, member checking—where participants validated preliminary interpretations—and peer debriefing to minimize researcher bias and strengthen credibility..

DISCUSSION

The findings of this study reveal a consistent pattern: although the Semester learning plan for *Maharah Istima'* is formally structured with objectives, methods, and assessments, its implementation often diverges in practice due to pedagogical, contextual, and logistical constraints. Lecturers frequently adjust listening materials, delivery methods, and evaluation techniques based on students' needs and available resources. These modifications, while well-intentioned, reveal a deeper curriculum-practice gap.

Table 1. Curriculum Evaluation of *Maharah Istima'* in Intensive Classes

RPS Components ¹⁴	Classroom Implementation ¹⁵	Discrepancy
Formal audio (ALH-based)	YouTube, podcasts, personal recordings	Not based on curriculum-aligned sources
Vocabulary list from RPS	Teacher improvisation and student interaction	Spontaneous, unstructured input
Listening assessment: structured	Oral recall, informal Q&A, reading aloud	Deviation from RPS rubrics
Listening methods (e.g. tarkiz)	Pre-listening explanation, translation	Instructional shift due to constraints

¹⁴ Yuli Imawan, "Inovasi Bentuk Penilaian Tes Kompetensi Reseptif Berbahasa Arab Dalam Buku Al-'Arabiyah Lin Nasyi'in Jilid 1," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 1 (June 14, 2023): 19–36, <https://doi.org/10.21154/tsaqofiya.v5i1.177>.

¹⁵ Gina Purnama Syabani, Mohamad Zaka Al Farisi, and Rinaldi Supriadi, "Comparative Analysis of Sundanese and Indonesian 'Ngalogat' Syntactic Semiotic Usage in Classical Arabic Texts Translation," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 2 (July 25, 2024): 526–45, <https://doi.org/10.21154/tsaqofiya.v6i2.725>.

This mismatch aligns with Krashen's theory of comprehensible input¹⁶, which states that language acquisition is most effective when learners receive input that is understandable and contextually meaningful. In the observed cases, out-of-context media or overly simplified audio material may have hindered the depth of input absorption. Likewise, Saussure's structuralist theory¹⁷ emphasizes the relationship between language and context; if listening activities are not rooted in authentic usage, the learning process loses semantic relevance.

The lecturers' pedagogical flexibility reflects their effort to respond to learner diversity, but this flexibility is rarely documented in lesson plan or formally reviewed. The findings align with Riska & Widodo¹⁸, who assert that curriculum documents often become obsolete without reflective adaptation. In this study, instructors displayed creative adaptations (e.g., slowing audio, segmenting tasks), yet without institutional synchronization, such adjustments risk fragmentation rather than refinement of practice.

The impact of these gaps on competency achievement is significant. When materials, strategies, and assessments deviate from the intended curriculum, students experience fragmented input, inconsistent progression, and unclear expectations. This may weaken their ability to develop *Maharah Istima'* systematically, especially in intensive programs where time and structure are critical.

Therefore, harmonizing lesson plan with classroom realities is not merely a technical matter—it requires a responsive model of curriculum evaluation that centers on feedback from actual teaching experiences. Participatory curriculum development, where lecturers contribute to updating lesson plan based on field experience, is crucial. Integrating authentic materials, scaffolding input levels, and aligning assessments with listening goals will enhance the coherence between design and delivery.

This study recommends institutional mechanisms such as regular reflective meetings, collaborative lesson plan workshops, and resource curation platforms to

¹⁶ Robert Patrick, "Comprehensible Input and Krashen's Theory," *Journal of Classics Teaching* 20, no. 39 (2019): 37–44.

¹⁷ Ibrahim Chinade Sanusi, "Structuralism as a Literary Theory: An Overview," *AFRREV LALIGENS: An International Journal of Language, Literature and Gender Studies* 1, no. 1 (2012): 124–31.

¹⁸ Riska Riska and Henro Widodo, "Evaluasi Guru Dalam Pembelajaran Kurikulum Al-Islam Kemuhammadiyah dan Bahasa Arab (ISMUBA) Di Sekolah," *Ideguru: Jurnal Karya Ilmiah Guru* 8, no. 3 (2023): 775–81.

support adaptive yet aligned listening instruction. Such steps ensure that *maharah Istima'* instruction remains not only theoretically sound but practically relevant and pedagogically empowering.

To clearly illustrate this misalignment, the following table summarizes key discrepancies observed during classroom observation and interviews: lecturers teaching *Maharah Istima'* in the intensive classes generally agree that the listening materials in the *Al-'Arabiyyah li al-Hayāh* (ALH) textbook are somewhat aligned with the learning outcomes stated in Lesson Plan, but not entirely consistent. The structure of the texts and the themes in ALH are perceived as too formal and insufficiently contextualized to meet the real needs of students, especially beginners. In *Tamhīdī* classes, the materials are often considered too fast-paced or complex, while in *Mutaqaddim* levels, they are viewed as overly simplistic and lacking in challenge. This indicates that a single source of material is insufficient to accommodate the diverse skill levels of students.

In practice, nearly all lecturers stated that the listening materials provided in ALH are insufficient as evaluation tools for listening skills, as outlined in Lesson Plan. As a result, they often supplement the course with external materials such as personal recordings, YouTube audio clips, podcasts, and Arabic-language news broadcasts to better achieve the intended learning outcomes. The main challenges encountered include mismatches between the sequence of topics in ALH and those in lesson plan, as well as limited time to complete each *wahdah*, which varies in difficulty. In response, lecturers employ improvisational strategies such as slowing down the audio, incorporating project-based assignments, or modifying listening texts according to the students' proficiency levels.

The three lecturers agreed that lesson plan should allow for more flexibility and realism regarding classroom dynamics. They recommended a curriculum revision that is more applicable and integrated with teaching resources appropriate for the students' proficiency levels. Additionally, it's crucial to develop more varied and progressive *istima'* (listening comprehension) materials, including the use of authentic audio with gradual difficulty levels. The involvement of lecturers in preparing lesson plan is also considered crucial so that teaching materials and learning outcomes are not just formal on paper, but genuinely address the needs and challenges in intensive Arabic language teaching practice.

1. Discrepancy Between Lesson Plan and Classroom Practice

The research findings generally indicate that lesson plan for the *maharah Istima'* (Listening Comprehension Skill) course has been systematically prepared, adhering to learning outcome standards. The document outlines competency formulations, teaching materials, learning methods, and evaluation plans. However, upon reviewing the actual classroom implementation, a discrepancy was found between what was written in the curriculum document and the reality in the learning environment.

First, regarding the use of methods, most instructors do not fully implement the methods outlined in lesson plan. Methods such as *tarkīz al-istima' al-fā'il* (listening for active comprehension) and *istima' ittijāhī* (directional listening) designed in lesson plan are often replaced with more conventional methods like reading the transcript beforehand or explaining the context before playing the audio. These changes occur because instructors adjust to limitations in supporting facilities, student preparedness, and time constraints.

Second, the teaching materials designed in Lesson Plan often do not align with the actual materials used. Some lecturers replace or simplify audio materials because the original content is deemed too difficult or not contextual for students. Although these changes increase student participation, they lead to a deviation from the ideally designed curriculum.

2. ALH Book Material Not Aligned with *Istima'* Objectives in Lesson Plan

In terms of evaluation, although Lesson Plan stipulated the use of formative and summative assessments based on listening comprehension competencies (such as answering multiple-choice questions based on audio, responding orally, or writing summaries), its implementation in the classroom showed limitations¹⁹. Many instructors only used written evaluations or text-based comprehension due to time constraints and a lack of language laboratory facilities. This resulted in suboptimal measurement of listening comprehension competencies.

¹⁹ Nadya Nadjwa Luthfiah, Wahyudin Wahyudin, and Nanin Sumiarni, "Ekplorasi Budaya Pembelajaran Bahasa Arab Di Sekolah Indonesia Makkah: Studi Etnografi," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (January 31, 2025): 314–32, <https://doi.org/10.21154/ghxabx49>.

This situation reflects a gap between curriculum planning and implementation²⁰. On one hand, instructors are required to adhere to the structure of Lesson Plan as an administrative and academic guideline; on the other hand, they face practical challenges that compel them to make modifications. This condition indicates that pedagogical flexibility is indeed necessary, but it must be balanced with curriculum updates that are responsive to real-world classroom dynamics.

In this context, the harmonization between Lesson Plan and actual practice²¹ should not be understood merely as technical alignment, but rather as a dynamic process that integrates the real needs of students, the readiness of lecturers, and the availability of learning support facilities. This harmonization requires ongoing dialogue among curriculum designers, on-the-ground implementers, and internal quality assurance bodies to enable a continuous and practice-based curriculum evaluation process.

Furthermore, *maharah Istima'* instruction in intensive classes requires a contextual approach grounded in students' learning experiences. An effective curriculum is not only one that outlines content structure and methodology, but also one that anticipates classroom dynamics and provides alternative strategies for instructors²². Therefore, the role of teacher training, the provision of level-appropriate authentic listening materials, and the integration of technology in listening instruction are essential to bridging the gap between planning and implementation.

3. Listening Assessment Does Not Align with Lesson Plan

²⁰ Wakhidatul Annisa, Yayan Nurbayan, and Nalahuddin Saleh, "Analyzing Phonemic Errors in Arabic by Native Javanese Speakers," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 2 (July 11, 2024): 422–40, <https://doi.org/10.21154/tsaqofiya.v6i2.672>.

²¹ Muhimmatul Mukarromah, "Tathwiir Kitaab Al-Lughat al-'Arabiyyat 'Ala Asaas al-Dzakaat al-Mutaaddidat Bi al-Tathbiq 'ala al-Madrasat al-Ibtidaaiyyat al-Islamiyyat al-'Alamiyyat Maalanj," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 2 (June 17, 2022): 158–74, <https://doi.org/10.21154/tsaqofiya.v4i2.92>.

²² Dasrizal Taufik, Hikmah, and Asmal May, "Evaluasi Maharah Istima' Di Kelas VII Tsanawiyah Pondok Pesantren Al-Amanah Al-Islami," *INTIFA: Journal of Education and Language* 1, no. 2 (May 23, 2024): 139–43, <https://doi.org/10.62083/1vsyvr40>.

مُتَطَلِّبَاتُ تَحْصِيلِ	مُتَطَلِّبَاتُ تَحْصِيلِ الدَّرَاسَةِ	المَوْضُوعُ	الْوَحْدَةُ
1- تَحْصِيلُ أَصَوَاتِ الحُرُوفِ المُتَغَيِّبَةِ فِي كَلِمَاتِ (أ- ع- ح- خ- هـ). 2- تَحْصِيلُ أَصَوَاتِ الحُرُوفِ الطَّبَعِيَّةِ وَالْقَصِيرَةِ وَالْمُسْتَدَلِّ فِي كَلِمَاتِ. 3- تَحْصِيلُ أَصَوَاتِ كَلِمَاتِهِ الْمُسْتَوْعَةِ.	1- اسْتِخْدَامُ الاسْتِغْنَاءِ: هَلْ، وَأَيَّنْ، وَكَيْفَ، وَمَا، وَمِنْ. 2- إِجَابَةُ الاسْتِغْنَاءِ بِ: هَلْ، وَأَيَّنْ، وَكَيْفَ، وَمَا، وَمِنْ. 3- اسْتِخْدَامُ بَاءِ التَّسْبِيحِ فِي ذِكْرِ الْحَوِيلَةِ.	1- نَطْقُ المُفْرَدَاتِ عَنِ التَّعَارُفِ. 2- مَعْرِفَةُ مَعَانِي المُفْرَدَاتِ عَنِ التَّعَارُفِ. 3- مَعْرِفَةُ الْأَعْيَادِ.	1

Picture 1. Listening Assessment in Book 1 of *Al-'Arabiyyah li al-Ḥayāt*

In the Istimā' section of Unit 1, Book 1 of *Al-'Arabiyyah li al-Ḥayāt*, the stated learning objective, as outlined in Lesson Plan, is to enable students to distinguish between similar-sounding letters in words, such as differentiating ا from ع and ح, and هـ.

Meeting ke-	Sub CPMK	Materi Pembelajaran	Bentuk dan Metode Pembelajaran		Penilaian		
			Luring	Daring	Indikator	Kriteria, Indikator dan Bobot Penilaian	Bobot (Presentase)
1	Sub-CPMK 1 Mampu membedakan bunyi-bunyi huruf yang berdekatan dalam kata yang didengarkan dengan baik dan benar maknanya (أ، ع، ح، خ). (CPMK 2).	Maharah Istima': - Teks berahasa Arab yang dipendengarkan n tentang tema: العارف	Bentuk: Kuliah Metode: mendengarkan audio, dan mengikuti pelafalannya dan diskusi.	Tugas dan Belajar Mandiri: Belajar mandiri dengan, menonton video, mendengarkan audio, dan menjawab Latihan-latihan yang telah diunggah di E-learning HOTS.	1. Ketepatan membedakan bunyi-bunyi huruf yang berdekatan maknanya dalam kata yang didengarkan dengan baik dan benar (أ، ع، ح، خ), (20%). 2. Ketepatan mengidentifikasi huruf-huruf yang berdekatan	1. Memahami ungkapan sederhana yang didengar dengan benar (10%). 2. Mendemonstrasikan perintah yang didengar dengan	10%

Picture 2. Listening Assessment in Lesson Plan

In lesson plan, it is stated that the *Istima'* material to be listened to is on the theme *at-Ta'āruf* (introductions), and the questions in the book are as follows:

التدريب ٢: اُنْشِرْ إِلَى الصَّوْتِ الَّذِي سَمَعْتَهُ.

☐ قَارَبَ	☐ قَرَّبَ
☐ آدَبَ	☐ آدَابَ
☐ سَافَرَ	☐ سَفَرُ
☐ جَمَالَ	☐ جَمَلُ

التدريب ١: اُنْشِرْ إِلَى صَوْتِ (ح أو خ) الَّذِي سَمَعْتَهُ.

☐ خَالُ	☐ خَالٌ
☐ خَانَ	☐ خَانٌ
☐ خَرَقَهُ	☐ خَرَقَةٌ
☐ خَيْرَ	☐ خَيْرٌ

التدريب ٤: اُنْشِرْ إِلَى صَوْتِ (ح أو هـ) الَّذِي سَمَعْتَهُ.

☐ حَاجِبُ	☐ حَاجِبٌ
☐ حَجَمَ	☐ حَجَمٌ
☐ حَرَبَ	☐ حَرَبٌ
☐ حَمَ	☐ حَمٌ

التدريب ٢: اُنْشِرْ إِلَى صَوْتِ (أ أو ع) الَّذِي سَمَعْتَهُ.

☐ عَيَّلَ	☐ عَيَّلٌ
☐ عَلِمَ	☐ عَلِيمٌ
☐ عَرَفَ	☐ عَرَفٌ
☐ عَفَرَ	☐ عَفْرٌ

Picture 3. The questions in Book 1 of *Al-‘Arabiyyah li al-Hayāt*

An analysis of the vocabulary in the aforementioned questions reveals that only *ḥāl* (condition) and *khayr* (good)—commonly used in introductory expressions such as *kayfa ḥāluka?* with the response *anā bikhayr*—are directly aligned with the theme *at-Taʿāruf* (introductions). Accordingly, the researcher proposes the following alternative listening comprehension questions.

اِسْتَمِعْ إِلَى التَّسْجِيلِ بِإِمْعَانٍ، ثُمَّ أَجِبْ عَنِ الْأُسْئَلَةِ الثَّالِيَةِ بِنَاءً عَلَى مَا سَمِعْتَهُ

The audio text to be played is as follows:

السَّلَامُ عَلَيْكُمْ، اِسْمِي أَحْمَدُ، أَنَا مِنْ بَغْدَادَ. عُمُرِي عِشْرُونَ سَنَةً، وَأَدْرُسُ فِي جَامِعَةِ الْعُلُومِ الْإِنْسَانِيَّةِ. أَسْكُنُ مَعَ أُسْرَتِي فِي شَارِعِ الْحُرِّيَّةِ. لَدَيَّ صَدِيقٌ يُسَمَّى خَالِدٌ، هُوَ مِصْرِيٌّ وَيَدْرُسُ فِي نَفْسِ الْجَامِعَةِ. نَحِبُّ أَنْ نَقْرَأَ الْكُتُبَ وَنَذْهَبَ إِلَى الْمَكْتَبَةِ بَعْدَ الدَّرَاسَةِ.

اِسْتَمِعْ إِلَى الْجُمْلَةِ الثَّالِيَةِ، ثُمَّ اخْتَرِ الْحَرْفَ الَّذِي سَمِعْتَهُ بِشَكْلِ صَحِيحٍ مِنْ بَيْنِ الْأَصْوَاتِ الْمُتَشَابِهَةِ

(١) فِي التَّسْجِيلِ تَسْمَعُ الْكَلِمَةَ الثَّالِيَةَ: (٢) فِي كَلِمَةِ هُوَ، الْحَرْفُ الْأَوَّلُ هُوَ:

أَحْمَدُ ابْنُ ... صَوْتُ الْحَرْفِ الْأَوَّلِ هُوَ: (أ) خ

(أ) أ (ب) ح

(ب) ع (ج) ح

(٣) مَا صَوْتُ الْحَرْفِ الثَّانِي مِنْ كَلِمَةِ الْحُرِّيَّةِ؟ (٤) فِي كَلِمَةِ عُمُرِي، مَا صَوْتُ الْحَرْفِ الْأَوَّلِ؟

(أ) ح (أ) أ

(ب) خ (ب) ع

(ج) هـ (ج) هـ

(٥) فِي كَلِمَةِ خَالِدٍ، مَا صَوْتُ الْحَرْفِ الْأَوَّلِ؟

(أ) ح

(ب) خ

(ج) هـ

Thus, this discussion highlights that the effectiveness of the *Maharah Istima'* curriculum is highly influenced by the institution's ability to bridge the gap between curriculum ideals and pedagogical realities in the classroom. Curriculum evaluation that focuses solely on formal documentation without considering actual classroom practices will lead to recurring disparities. This study emphasizes the importance of a participatory curriculum model that regularly incorporates input from instructors, ensuring that the lesson plan document genuinely reflects the needs and potential of authentic and contextual Arabic language learning.

CONCLUSION

This study shows that the effectiveness of the *Maharah Istima'* curriculum in intensive Arabic language classes is not yet optimal due to a gap between the ideal

design in lesson plan document and classroom learning practices. The curriculum structure designed to support the development of listening skills has not been fully implemented, particularly in terms of the availability of authentic materials, the appropriateness of the learning design to classroom dynamics, and the assessment model that does not reflect the principles of competency-based evaluation. The gap between learning planning and implementation also relies on individual teacher initiatives, rather than an integrated institutional framework.

This study is limited by its narrow scope and qualitative focus, which only represents the lecturer's perspective. Data obtained through semi-structured interviews have not been enriched with student feedback or broader quantitative analysis.

For future research, it is recommended to conduct cross-institutional comparative studies, explore student perceptions of listening instruction, and develop alternative assessment models that better reflect communicative competence. Practical recommendations include participatory curriculum reform that integrates teacher feedback and classroom realities, as well as the development of authentic materials and assessment rubrics aligned with learning objectives. Collaboration between curriculum designers and teachers needs to be strengthened through regular updates to lesson plan, along with increasing teachers' professional capacity in responsive pedagogical strategies.

These findings confirm that *Maharah Istima'* is not merely a receptive skill, but rather a benchmark for the contextual relevance of an intensive Arabic language curriculum. Harmonization of curriculum design and instructional practices can only be achieved through institutional support, shared ownership, and a continuous feedback system.

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