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Alignment of Instructional Objectives and Learning Material Organization in Maharah al-Kalam Courses with the Development of Students' Communicative Competence

مدى تو افق الأهداف التعليمية وتنظيم المادة التعليمية في مقرر مهارة الكلام مع تنمية الكفاية التواصلية لدى طلبة قسم تعليم اللغة العربية

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ABSTRACT

This study aims to analyze the alignment between instructional objectives and learning material organization in a Maharah al-Kalam course based on Al-Arabiyyah Bayna Yadayk and the development of students' communicative competence. A qualitative descriptive approach was employed. Data were collected through document analysis, semi-structured interviews, questionnaires, and documentation involving one Maharah al-Kalam lecturer and twenty-two students of the Arabic Language Education Department. The analyzed documents included the Semester Learning Plan (RPS) and instructional materials used in the course. Data were analyzed using the interactive model of Miles and Huberman and validated through triangulation. The findings indicate that the instructional objectives were aligned with the principles of communicative competence by emphasizing students' ability to use Arabic in meaningful communicative situations. The learning materials, organized based on Al-Arabiyyah Bayna Yadayk, were structured progressively and contextually, supporting the development of speaking skills through authentic language use. Learning activities such as dialogues, role-plays, discussions, and presentations provided students with opportunities to communicate actively in Arabic. However, several challenges were identified, including differences in prior language proficiency, limited vocabulary mastery, lack of self-confidence, restricted classroom interaction time, and the absence of a supportive Arabic-speaking environment outside the classroom. The novelty of this study lies in its integrated analysis of instructional objectives, learning material organization, and learning implementation in fostering communicative competence in higher education Arabic language learning. The findings contribute to the development of communicative-oriented Maharah al-Kalam instruction.

Keywords: Maharah al-Kalam; Communicative Competence; Instructional Objectives; Learning Material Organization; Al-Arabiyyah Bayna Yadayk.

مستخلص البحث

يهدف هذا البحث إلى تحليل مدى توافق الأهداف التعليمية وتنظيم المادة التعليمية في مقرر مهارة الكلام القائم على كتاب العربية بين يديك مع تنمية الكفاية التواصلية لدى الطلبة. واعتمد البحث المنهج الوصفي الكيفي، وجُمعت البيانات من خلال تحليل الوثائق، والمقابلات شبه المنظمة، والاستبانة، والتوثيق، بمشاركة محاضر مقرر مهارة الكلام واثنين وعشرين طالبًا من طلبة قسم تعليم اللغة العربية. وشملت الوثائق محل التحليل والمواد التعليمية المستخدمة في المقرر. وتم تحليل البيانات وفق النموذج التفاعلي لمايلز وهوبرمان، مع تعزيز الخطة الدراسية الفصلية (RPS) أظهرت النتائج أن الأهداف التعليمية صُممت بما يتوافق مع مبادئ الكفاية التواصلية من خلال التركيز على قدرة الطلبة على استخدام اللغة العربية في مواقف تواصلية ذات معنى. كما نُظمت المادة التعليمية المعتمدة على كتاب العربية بين يديك بصورة متدرجة. صدق النتائج بأسلوب التثليث

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وسياقية، مما أسهم في تنمية مهارة الكلام من خلال الاستخدام الواقعي للغة. كذلك وفرت الأنشطة التعليمية، مثل الحوارات وتمثيل الأدوار والمناقشات والعروض الشفهية، فرصًا مناسبة للطلبة لممارسة التواصل باللغة العربية بصورة فعالة. ومع ذلك، كشفت الدراسة عن عدد من التحديات، من أبرزها تفاوت الخلفية اللغوية للطلبة، وضعف الثروة اللغوية، وقلة الثقة بالنفس، وضيق الوقت المخصص للتفاعل داخل الصف، وتتمثل جدة الدراسة في تقديم تحليل متكامل للعلاقة بين الأهداف التعليمية وتنظيم المادة .وغياب البيئة اللغوية الداعمة خارج القاعة الدراسية التعليمية وتنفيذ التعلم في تنمية الكفاية التواصلية في التعليم الجامعي. وتسهم نتائجها في تطوير تعليم مهارة الكلام القائم على المدخل التواصلي.

الكلمات المفتاحية: *مهارة الكلام؛ الكفاية التواصلية؛ الأهداف التعليمية؛ تنظيم المادة التعليمية؛ العربية بين يديك.*

INTRODUCTION

Arabic holds an important position in Islamic educational institutions. Its function goes beyond serving as a means of communication. It also serves as a tool for understanding the original sources of Islamic law and Arab-Islamic culture. Amid contemporary shifts in foreign language teaching, the success of language learning no longer depends only on the learner's mastery of grammatical rules. It depends on the learner's ability to use the language effectively in real communicative situations. This shift brought the concept of communicative competence to the fore as one of the main goals of language teaching. Hymes (1972) argues that knowing a language goes beyond knowing its rules and includes the ability to use it in appropriate social contexts. Canale and Swain (1980) later expanded this concept to cover grammatical, sociolinguistic, strategic, and discourse competence. The concept of communicative competence has received wide attention in the field of language teaching. Scholars regard it as a basis for directing language teaching toward the functional and real use of language in various communicative situations, rather than limiting it to abstract linguistic knowledge (Tu'aimah, 2004; Al-Naqah, 2003). This view is consistent with Al-'Ushaili (2002), who states that language learning objectives should move beyond linguistic knowledge toward enabling learners to use the language in real communicative situations (Husein et al., 2023).

Speaking skill is among the language skills most closely tied to communicative competence because it represents the practical manifestation of language use in human interaction. A learner does not master Arabic simply by memorizing vocabulary or understanding grammatical rules. Mastery shows in the learner's ability to express ideas and interact with others in correct language that suits the situation. For this reason, the development of speaking skill has become a main objective of Arabic language programs, especially in higher education institutions that seek to prepare graduates who can use Arabic in academic and social communication. Tu'aimah (2004) emphasizes that speaking skill represents the practical manifestation of linguistic and communicative competence because it reveals the learner's ability to use acquired vocabulary and structures in real communicative situations (Che Haron et al., 2025; Gu & Ismail, 2024).

Building on this orientation, the communicative approach (Communicative Language Teaching) emerged as one of the most prominent modern approaches in language teaching. This approach holds that the main goal of language learning is the ability to communicate in that language. Learners should receive real opportunities to use the language in meaningful interactive situations, while the teacher's role shifts from transmitter of knowledge to facilitator of learning. Al-'Ushaili (2002) notes that the

communicative approach makes communication the core goal of language teaching and stresses the use of language activities in meaningful situations that help learners use the language naturally. Al-Fawzan (2017) also argues that successful language learning depends on more opportunities for linguistic interaction and actual practice within the learning environment (Littlewood, 2007; Butler, 2011).

Savignon (2002) views communicative competence as the main goal of modern language teaching. In her view, a learner's success in language learning depends not only on how many grammatical rules the learner memorizes but on the learner's ability to use the language effectively in real communicative situations (Savignon, 1991).

In the context of Arabic language teaching, Al-Arabiyyah Bayna Yadayk is one of the best-known textbooks built on communicative principles. The book presents vocabulary and linguistic structures through real-life topics and varied dialogue activities, which gives learners more opportunities to practice the language naturally. Several recent studies indicate that the use of Al-Arabiyyah Bayna Yadayk contributes to the development of speaking skill and increases learner participation in communicative activities. It also helps improve learners' ability to use Arabic in various communicative situations.

Previous studies have also shown growing interest in developing speaking skill through instructional approaches, interactive activities, and various learning media. The findings of many studies confirm the effectiveness of these approaches in improving learners' oral performance and developing their ability to communicate in Arabic (Agustia et al., 2024; Ilahi et al., 2023; Hayati et al., 2024; Wahyuni et al., 2025; Amrullah et al., 2023; Chamidah & Istiqomah, 2021; Borham et al., 2024; Nafilah et al., 2024).

Previous studies agree on the effectiveness of interactive activities and learning media in developing learners' speaking skill. However, most of these studies focused on measuring the effect of a specific strategy or medium on oral performance. They did not directly examine the alignment of instructional objectives, learning material organization, and learning implementation with the development of communicative competence. The present study therefore offers an integrated analysis of the relationship among these three elements in the context of university education.

Nevertheless, a review of previous literature shows that most studies focused on measuring the effectiveness of teaching methods, instructional approaches, or learning materials in improving learning outcomes. Studies that examine the alignment of learning design, instructional objectives, and content organization with the development of communicative competence among Arabic Language Education students remain limited. This limitation is especially evident in Maharah al-Kalam courses that use Al-Arabiyyah Bayna Yadayk (Roziqi et al., 2025).

The research gap therefore lies in the need to move from studying the effectiveness of media and teaching methods to studying learning design itself, including instructional objectives, content organization, and learning implementation mechanisms. The success of speaking instruction does not depend only on the method used. It also depends on how well the elements of instructional design match the requirements of developing learners' communicative competence (Biggs, 1996).

Accordingly, this study aims to analyze the alignment of instructional objectives and learning material organization in a Maharah al-Kalam course based on Al-Arabiyyah Bayna Yadayk with the development of communicative competence among students of the Arabic Language Education Department. It also seeks to reveal how this instructional design shapes the communicative experiences students gain during the learning process. In doing so, the study contributes to research on Arabic instructional design and to the improvement of speaking instruction practices in higher education.

Many previous studies have addressed the communicative approach or the use of Al-Arabiyyah Bayna Yadayk in Arabic language teaching. Most of them, however, focused on measuring the effectiveness of the approach or the textbook in improving speaking skill. The present study analyzes the relationship among instructional objectives, learning material organization, and learning implementation in a Maharah al-Kalam course, and examines how these elements contribute to the development of communicative competence among higher education students. The novelty of this research lies in its integrated analysis of instructional design elements related to communicative competence in the context of university-level Arabic language teaching.

The novelty of this study lies in its integrated analysis of the relationship among instructional objectives, learning material organization, and learning implementation in a Maharah al-Kalam course, and their relationship to the development of communicative competence among higher education students. Previous studies have given this aspect insufficient attention, as they often examined the effectiveness of media or teaching strategies in isolation (Firmanasari & Nurhayati, 2026).

RESEARCH METHOD

This study employed a qualitative descriptive approach to analyze the alignment of instructional objectives and learning material organization in a Maharah al-Kalam course with the development of students' communicative competence. This approach suits the exploration and analysis of educational phenomena in their natural context through in-depth description and interpretation, as Creswell (2014) explains. The study took place in the Arabic Language Education Department of Institut Darul Qur'an Payakumbuh, West Sumatra, Indonesia.

The study took place in the Arabic Language Education Department of Institut Darul Qur'an Payakumbuh in West Sumatra, Indonesia. Data sources included the learning documents of the Maharah al-Kalam course, mainly the Semester Learning Plan (RPS) and the instructional materials used in the course, as well as field data obtained from the lecturer and the students who took part in the learning process.

Participants included one Maharah al-Kalam lecturer who uses Al-Arabiyyah Bayna Yadayk as the main teaching reference and twenty-two (22) students of the Arabic Language Education Department enrolled in the same course. The researchers selected participants through purposive sampling because of their direct connection to the research topic and objectives.

The participants were third-semester students of the Arabic Language Education Department, aged 19 to 22. They had studied Arabic at different levels of education before, which resulted in varied levels of language proficiency among them.

The researchers collected data through four main techniques. First, document analysis examined the Semester Learning Plan (RPS) and the instructional materials used in the course to determine how far the instructional objectives and content organization align with the principles of communicative competence. Second, semi-structured interviews with the course lecturer explored the basis on which the lecturer formulates instructional objectives, organizes learning materials, and carries out teaching. Third, an online questionnaire (Google Form) collected data on students' perceptions of the learning process and its contribution to their communicative skills. Fourth, documentation gathered records, photographs, and supporting data related to the learning process.

Data analysis followed the Miles and Huberman model, which consists of three interrelated stages: data reduction, data display, and conclusion drawing and verification. The researchers strengthened the credibility of the findings through triangulation by comparing data from documents, interviews, and questionnaires. This step increased the reliability and accuracy of the findings (Miles et al., 2014).

RESULTS AND DISCUSSION

1. Alignment of Instructional Objectives in the Maharah al-Kalam Course with the Development of Students' Communicative Competence

Document analysis showed that the instructional objectives of the Maharah al-Kalam course guide students toward developing oral communication in Arabic across various contexts. The learning outcomes reflect this orientation. They focus on students' ability to conduct dialogues, express ideas, state opinions, and use Arabic structures and expressions suited to different communicative situations. The instructional objectives therefore go beyond mastery of linguistic elements. They also aim to enable students to use Arabic as a means of communication.

The interview with the course lecturer (IS) supported this finding. The lecturer explained that the instructional objectives draw on the program learning outcomes and on students' practical needs to use Arabic actively. The lecturer stated that the main goal of the course is to enable students to communicate orally in Arabic correctly and in a way that suits the context. The course also aims to build students' courage to speak, fluency, vocabulary, and ability to construct expressions and dialogues spontaneously. The lecturer (IS) explained: "The main goal of the Maharah al-Kalam course is not only to memorize vocabulary and rules, but to enable students to use Arabic in various communicative situations." (Interview with lecturer IS, 2025).

The questionnaire results also showed that students view the communicative orientation of the instructional objectives positively. Most of them reported that the course objectives encourage them to use Arabic actively and help develop their oral communication. This result indicates alignment between the instructional objectives the lecturer formulated and the learning experiences students gained during the learning process.

Theoretically, this finding is consistent with the concept of communicative competence that Hymes introduced and Canale and Swain later developed. This concept

holds that language teaching should not stop at giving learners knowledge of grammatical rules. It should enable them to use the language appropriately in various communicative situations. Communicative competence includes several dimensions, namely grammatical, sociolinguistic, strategic, and discourse competence. Effective communication requires all of them (Celce-Murcia et al., 1995).

The findings of this study also agree with several previous studies that confirm that communication-oriented language learning objectives contribute to the development of learners' speaking skill. Yunita and Pebrian (2020) showed that learning based on the communicative approach gives learners wider opportunities to use Arabic actively. Al-Hamzah and Amrulloh (2025) found that communicative activities improve learners' speaking ability and increase their linguistic participation.

This finding also supports Richards (2006), who argues that successful language teaching under the communicative approach depends on instructional objectives that focus on enabling learners to use the language in real communicative situations, rather than on mastering abstract linguistic knowledge alone.

Accordingly, the instructional objectives of the Maharah al-Kalam course showed a high degree of alignment with the principles of communicative competence development. This alignment provides an important foundation for communication-based learning. It helps students move from merely knowing the language to being able to use it in various communicative situations (Biggs, 1996).

2. Organization of Learning Materials Based on Al-Arabiyyah Bayna Yadayk and Its Role in Developing Students' Communicative Competence

Document analysis showed that the learning materials in the Maharah al-Kalam course follow a systematic and gradual organization, with Al-Arabiyyah Bayna Yadayk (Volume 1) as the main source of instructional material. The topics cover areas close to students' daily lives, such as introductions, family, housing, daily life, food and drink, study, and work. These topics give students opportunities to use Arabic in real and meaningful contexts. This pattern indicates that the organization of the learning materials rests on a functional and communicative basis that aims to enable students to use Arabic in various communicative situations.

The interview with the lecturer (IS) supported this finding. The lecturer explained that the choice of Al-Arabiyyah Bayna Yadayk stems from its reliance on the communicative approach and from the gradual and coherent organization of its content. The lecturer (IS) highlighted the importance of the textbook:

"*Al-Arabiyyah Bayna Yadayk stands out for the gradual progression of its topics and their connection to daily life, which helps students practice Arabic naturally.*" (Interview with the lecturer, 2025). The lecturer added that the materials begin with simple expressions and dialogues and then move gradually to more complex topics. This sequence allows students to develop their speaking abilities continuously. The dialogues (hiwar), communicative activities, and oral exercises in each unit also increase opportunities to use Arabic in the classroom.

The questionnaire results also showed that students view the organization of the learning materials positively. The indicator "the learning materials relate to daily

communication needs" obtained a high mean score, and most students felt that the topics help them hold conversations in Arabic more effectively. The results also showed that sequencing the materials from easy to difficult helps students develop their speaking skills in a gradual and organized way.

From a theoretical perspective, this organization is consistent with the core principles of the communicative approach, which stresses presenting language in its natural contexts of use rather than as isolated rules and vocabulary. Learners communicate more effectively when they encounter vocabulary and structures within meaningful real-life situations. The topics in Al-Arabiyyah Bayna Yadayk reflect this principle (Nunan, 1991; Asyari et al., 2026).

This finding also agrees with Aflisia and Hazuar (2020), who confirmed that organizing learning materials according to the communicative approach gives learners greater opportunities to use Arabic as a tool for communication and develops their language skills more effectively.

The findings also agree with Arden and Priyoyudanto (2025), who reported that Al-Arabiyyah Bayna Yadayk develops students' speaking skill because it relies on communicative topics and varied dialogue activities. The results also support Yusuf, Bahri, and Al-Rajabi (2025), who confirmed that learning based on Al-Arabiyyah Bayna Yadayk improves learners' speaking performance by providing continuous opportunities for linguistic interaction and oral communication.

However, the significance of this study goes beyond showing the effectiveness of the textbook itself. It highlights the role of learning material organization in achieving the communicative objectives of the course. The findings indicate that successful development of communicative competence depends not only on the quality of the learning materials but also on how they are organized, sequenced, and linked to the stated instructional objectives (Bax, 2003).

Accordingly, the instructional objectives of the Maharah al-Kalam course showed a high degree of alignment with the principles of communicative competence development. This alignment provides an important foundation for communication-based learning and helps students move from merely knowing the language to being able to use it in various communicative situations.

3. Implementation of Maharah al-Kalam Learning and Students' Communicative Experiences

The interview with the Maharah al-Kalam lecturer (IS) showed that the learning process focuses mainly on direct practice of Arabic through various communicative activities. These activities included dialogue (hiwar), role play, group discussions, presentations, question-and-answer sessions, and paired conversations between students. The lecturer also maintained a classroom environment that encourages students to use Arabic during learning. This environment helps develop their oral communication naturally and gradually.

These teaching practices show coherence among the instructional objectives, the organization of learning materials, and the mechanisms of classroom implementation. The lecturer does not present the topics and dialogues in Al-Arabiyyah Bayna Yadayk as

cognitive content only. The lecturer turns them into communicative activities that let students use vocabulary and structures in real or near-real situations. Learning therefore extends beyond acquiring linguistic knowledge to developing the ability to use Arabic in actual communication.

The questionnaire results supported this finding. Students felt that they had sufficient opportunities to use Arabic during lectures. The indicator "I get the opportunity to speak Arabic during the lecture" obtained a high mean score, and most students stated that the lecturer gives them adequate opportunities to practice conversation and oral interaction. They also reported that classroom activities encourage them to use Arabic directly during learning. This result reflects a learning environment built on interaction and participation.

From a theoretical perspective, this finding is consistent with the principles of Communicative Language Teaching, which treats linguistic interaction as both a means and an end. Under this approach, language learning does not happen through memorizing rules or vocabulary alone. It happens through engagement in communicative activities that enable learners to use the language in meaningful situations. Dialogues, role plays, discussions, and oral presentations are therefore among the most important activities for building learners' communicative competence. Al-Fawzan (2017) also stresses that a gradual and coherent organization of instructional content strengthens the acquisition of language skills and increases learners' ability to use the language in various communicative situations (Ellis, 2009; Littlewood, 2007).

The findings agree with Yunita and Pebrian (2020), who confirmed that the communicative approach gives learners wider opportunities to use Arabic actively in the classroom. They are also consistent with Al-Hamzah and Amrulloh (2025), who reported that communicative activities raise learners' speaking skill by increasing their participation in interactive language situations. In addition, the finding agrees with Hanisa (2024), who showed that the communicative approach develops speaking skill, strengthens learners' ability to use Arabic in real communicative situations, and increases their self-confidence and courage in linguistic interaction.

This finding is also consistent with Rahmawati (2021), who emphasized that developing speaking skill requires real communicative situations that allow learners to use Arabic functionally. Such situations develop learners' communicative competence more effectively. The findings of Ilahi et al. (2023) and Agustia et al. (2024) further confirm that interactive activities and supporting learning media develop speaking skill and increase learners' motivation to participate in oral communication in Arabic. This finding also aligns with other studies that stress the importance of direct language practice in developing speaking skill. In those studies, interactive activities and varied learning media raised language fluency and increased learner participation in oral communication (Ilahi et al., 2023; Hayati et al., 2024; Wahyuni et al., 2025).

However, the results revealed an important point that deserves attention. The indicator "I frequently conduct dialogues or conversations during the lecture" obtained a lower mean than the other indicators. This indicator remains within the good category, yet it suggests room to increase the intensity of dialogue practice in the classroom. In

other words, the learning achieved its communicative character in general, but the frequency of sustained oral interaction still needs strengthening.

This result indicates that the development of communicative competence depends not only on the presence of communicative activities but also on their frequency and continuity. The more opportunities students have to use Arabic in real interaction, the more they develop fluency, self-confidence, and spontaneous expression. More dialogue activities and oral conversations in the classroom can therefore strengthen students' communicative competence further (MacIntyre et al., 1998; Yashima, 2002; Ni'mah, 2026).

Accordingly, the implementation of Maharah al-Kalam learning in this course provided learning experiences with a clear communicative character. It also created a learning environment that encourages students to use Arabic actively. The results further showed that linguistic interaction in the classroom is one of the main factors supporting the development of communicative competence among Arabic Language Education students.

4. Obstacles to Developing Students' Communicative Competence in Maharah al-Kalam Learning

The results showed that the instructional objectives, the organization of learning materials, and the implementation of learning align with the requirements of communicative competence development. However, the learning process still faces several obstacles that prevent the optimal achievement of these objectives. Interview and questionnaire data revealed a set of linguistic, psychological, and environmental factors that slow the development of communicative competence among some students.

The interview with the course lecturer (IS) showed that differences in students' educational backgrounds are among the main challenges in the learning process. Students who come from schools or institutions with different experiences in Arabic learning have different levels of language proficiency. These differences affect their ability to take part in communicative activities in the classroom. Some students interact actively in dialogues and discussions, while others struggle to express their ideas in Arabic or respond quickly in communicative situations (Gu & Ismail, 2024).

The interview results also indicated that low self-confidence among some students is a significant obstacle to developing speaking skill. Several students have an acceptable level of vocabulary and linguistic knowledge. Yet fear of making mistakes or being corrected in front of peers makes them less willing to participate orally. This reluctance reduces opportunities for language practice, which is a key element in developing communicative competence (Dewaele & MacIntyre, 2014).

Foreign Language Anxiety theory helps explain this finding. The theory holds that fear of making mistakes and of negative evaluation by others can lower learners' oral participation and weaken their self-confidence when they communicate in a foreign language (Horwitz et al., 1986). Recent studies also confirm that language anxiety affects communicative competence. Higher anxiety relates to lower self-confidence and greater hesitation in using the foreign language in various communicative situations (Young, 1991; Liu & Jackson, 2008; Chen et al., 2024).

The questionnaire results supported these observations. Several students indicated that limited vocabulary (mufradat) is one of the greatest difficulties they face when speaking Arabic. Some also stated that they struggle to express ideas spontaneously or sustain a conversation for long periods because they lack the linguistic repertoire needed for communication. This result shows that the development of communicative competence relates closely to the development of learners' vocabulary, since vocabulary forms the basic material of communication (Che Haron et al., 2025).

The study also revealed a limited supportive language environment outside the classroom. The lecturer and students explained that opportunities to use Arabic in daily campus life remain limited, so language practice stops once the lecture ends. As a result, many communicative experiences stay confined to the classroom. This condition may limit opportunities to consolidate acquired skills and turn them into sustained language practice. Febrianta and Mohamed (2020) showed that digital and extracurricular language activities can expand opportunities to practice Arabic outside the classroom, which supports continuity of learning and the development of communicative competence. Lai et al. (2015) also found that the quality of learners' out-of-class language practice relates closely to their learning outcomes and enjoyment, which supports their ability to communicate more effectively (Chamidah & Istiqomah, 2021).

Theoretically, these findings confirm that classroom learning alone does not build communicative competence. Communicative competence requires a rich language environment that allows learners to use the language in varied and repeated situations. This view agrees with current conceptions of communicative competence, which treat language learning as a social and interactive process that extends beyond the classroom into many areas of daily life. A successful learning design therefore does not guarantee high levels of communicative competence unless real and continuous opportunities to use the language support the learning process. This finding also confirms Baroroh and Tolinggi (2020), who showed that the language environment is an essential element in the success of communicative Arabic learning and that limited opportunities to use the language outside the classroom may restrict the development of learners' communicative competence. It further agrees with Al-Fawzan (2017), who states that a supportive language environment is central to successful Arabic learning and that limited practice outside the classroom may restrict the development of learners' communicative competence. It is also consistent with Rita (2018), who notes that continuous language practice contributes to learners' psychological, social, and linguistic preparation, an important basis for developing communicative competence.

Several studies also confirm that continuous language practice and a supportive environment are two key factors in developing learners' communicative competence and self-confidence. Limited opportunities to use the language outside the classroom may hinder the development of their speaking skill (Rita, 2018; Lai et al., 2015; Febrianta & Mohamed, 2020).

The study also revealed another challenge, namely the limited time available for oral practice in each lecture relative to the number of students. The lecturer provides varied communicative activities, but the available time does not always give all students

equal opportunities to participate and interact. This condition may explain the lower mean scores of some indicators related to frequent dialogue practice compared with other indicators.

Taken together, these findings show that developing communicative competence is a complex process that involves multiple interacting factors, including linguistic, psychological, environmental, and organizational aspects. Improving Maharah al-Kalam learning should therefore not stop at refining instructional objectives or learning materials. It should also provide a supportive language environment, strengthen students' self-confidence, and intensify opportunities for oral practice inside and outside the classroom.

These findings point to the importance of developing programs that support language practice outside the classroom, such as language clubs and Arabic-speaking student activities. Such programs can strengthen opportunities to use Arabic continuously.

Accordingly, the obstacles the study identified do not reduce the effectiveness of the applied learning design. Rather, they reveal areas that need further support and development. They also confirm that achieving communicative competence comprehensively requires integration between the quality of instructional design on the one hand and appropriate learning and language conditions on the other.

CONCLUSION

This study aimed to analyze the alignment of instructional objectives and learning material organization in a Maharah al-Kalam course based on Al-Arabiyyah Bayna Yadayk with the development of communicative competence among Arabic Language Education students. The results showed that the course objectives align with the principles of communicative competence. They focus on enabling students to use Arabic in various communicative situations rather than on mastering linguistic elements alone. The results also showed that the organization of learning materials in Al-Arabiyyah Bayna Yadayk is gradual, coherent, and linked to real-life contexts. This organization provides learning experiences that support the development of students' speaking skill. The study further found that learning implementation relied on varied communicative activities, such as dialogue, role play, discussions, and oral presentations. These activities gave students greater opportunities to use Arabic actively in the classroom.

Theoretically, this study strengthens the literature on communicative competence in Arabic language teaching by highlighting the importance of integrating instructional objectives, learning material organization, and learning implementation as interrelated elements that directly affect learners' communicative competence. It also offers an analytical framework that can inform the development of Maharah al-Kalam courses in higher education institutions.

At the same time, the results showed that the development of communicative competence still faces several challenges. These include differences in students' language backgrounds, limited vocabulary among some students, low self-confidence when speaking Arabic, and a limited supportive language environment outside the classroom. The success of communicative competence development therefore depends not only on

the quality of learning materials or classroom activities. It also requires a supportive learning and language environment that allows students to practice Arabic continuously. This study enriches the literature on Maharah al-Kalam learning design by highlighting the relationship between instructional objectives, learning material organization, and learning implementation on the one hand, and the development of communicative competence among higher education students on the other. The study also recommends strengthening the supportive language environment inside and outside the university to achieve more comprehensive and sustainable development of students' communicative competence.

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