



AN ANALYSIS OF *KITĀBAH* TEACHING STRATEGIES FOR FOURTH GRADE STUDENTS IN ELEMENTARY ARABIC EDUCATION

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ABSTRACT

Kitābah (Arabic writing) instruction plays a crucial role in developing students' productive language skills; however, its implementation at the elementary level remains constrained by limited instructional strategies and low student proficiency. Previous studies have mainly focused on learning media, online instruction, or error analysis, leaving a gap in context-based *kitābah* strategies in primary education. This study aims to analyze the implementation of *kitābah* learning strategies and their contribution to improving students' writing skills. Using a descriptive qualitative approach, the study involved an Arabic teacher and fourth-grade students at SD Bani Daud Al-Islami Petir. Data were collected through observations, interviews, and documentation, and analyzed using an interactive model. The findings indicate that effective *kitābah* instruction involves integrating communicative approaches, guided practice, visual media, and linking writing with reading (*qirā'ah*) and speaking (*muhādathah*). These strategies enhance student engagement, support grammatical understanding, and improve sentence construction. Additionally, structured learning stages and the use of student worksheets (LKPD) contribute to consistent skill development. This study highlights the importance of student-centered, structured instructional design for improving Arabic writing skills. Future studies are recommended to examine these strategies using quantitative or mixed-method approaches.

Keywords: Arabic Language, *Kitābah* Learning, Learning Strategies, Writing Skills

ABSTRAK

Pembelajaran *kitābah* (menulis bahasa Arab) memiliki peran penting dalam mengembangkan keterampilan produktif siswa, namun pelaksanaannya di tingkat sekolah dasar masih menghadapi kendala berupa keterbatasan strategi pembelajaran dan rendahnya kemampuan menulis siswa. Penelitian sebelumnya lebih banyak berfokus pada media pembelajaran, pembelajaran daring, atau analisis kesalahan, sehingga masih terdapat kesenjangan dalam kajian strategi pembelajaran *kitābah* berbasis konteks di tingkat dasar. Penelitian ini bertujuan untuk menganalisis implementasi strategi pembelajaran *kitābah* serta kontribusinya terhadap peningkatan keterampilan menulis siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan guru bahasa Arab dan siswa kelas IV di SD Bani Daud Al-Islami Petir. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif. Hasil penelitian menunjukkan bahwa pembelajaran *kitābah* yang efektif ditandai dengan integrasi pendekatan komunikatif, latihan terbimbing, penggunaan media visual, serta keterkaitan dengan keterampilan membaca (*qirā'ah*) dan berbicara (*muhādathah*). Strategi tersebut meningkatkan keterlibatan siswa, pemahaman tata bahasa, dan kemampuan menyusun kalimat secara koheren. Selain itu, penggunaan LKPD dan tahapan pembelajaran yang sistematis mendukung perkembangan keterampilan yang lebih konsisten.

Kata Kunci: Bahasa Arab, Keterampilan Menulis, Pembelajaran *Kitābah*, Strategi Pembelajaran

INTRODUCTION

Foreign language learning in Indonesia continues to face persistent challenges, particularly in Arabic instruction. Empirical studies indicate that both teachers and students encounter substantial difficulties in achieving expected learning outcomes, including limited mastery of linguistic components and communicative competence (Dwiputra & Sundawa, 2023; Kamal, 2025). This issue is especially evident in Islamic educational institutions under the Ministry of Religious Affairs, where Arabic is positioned as a compulsory subject. The complexity of Arabic, characterized by its unique orthographic system, morphological richness, and syntactic structure, often leads students to perceive the language as difficult and less engaging (Auliya & Smith, 2024; Dvorianchykova et al., 2022). Consequently, negative attitudes toward Arabic learning tend to emerge, which significantly affect students' motivation and learning engagement (Aatif, 2022).

Despite these challenges, Arabic proficiency remains essential not only for academic purposes but also for accessing primary Islamic sources such as the Qur'an and Hadith. Therefore, improving the quality of Arabic language learning requires systematic, pedagogically sound, and innovative approaches, particularly at the elementary education level, where foundational language skills are developed (Yue & Jansem, 2022). Early intervention through effective instructional strategies is crucial in shaping positive attitudes and enhancing students' long-term language acquisition outcomes.

In classroom practice, particularly in elementary schools, Arabic language learning presents several complex issues, especially in writing skills (*kitabah*). Writing in Arabic involves mastering letter formation, positional letter variations, and the ability to construct coherent words and sentences (Munawarah & Zulkifli, 2021). Research shows that students frequently struggle with these aspects, resulting in low writing proficiency and limited expressive ability (Siregar, 2025). Furthermore, students often exhibit low participation during learning activities, which hinders the development of productive language skills. This condition is exacerbated by the dominance of teacher-centered approaches and the limited use of varied and interactive instructional media (Sutiani et al., 2021).

Multiple interconnected factors, including teacher competence, student motivation, and the learning environment, influence the challenges in *kitabah* learning (Setiadi et al., 2022). In many cases, instructional practices emphasize rote memorization and theoretical understanding rather than practical application, limiting students' opportunities to engage in meaningful writing activities (Mäkipää et al., 2024). In addition, inadequate learning media and the lack of pedagogical innovation contribute to ineffective learning experiences (Khumairotuzzahra & Mulyadi, 2022). From the students' perspective, low motivation and preconceived notions about the difficulty of Arabic further intensify these challenges (Lenkauskaitė et al., 2021). Moreover, an unsupportive classroom environment can negatively affect students' confidence and their willingness to participate actively in learning.

To address these issues, implementing innovative, structured, and student-centered learning strategies is essential. Contemporary language pedagogy emphasizes integrating communicative approaches, guided practice, and multimodal instructional media to enhance student engagement and learning outcomes (Hussin & Abdul Aziz, 2022). In the context of *kitabah* instruction, integrating writing with other language skills, such as reading (*qira'ah*) and speaking (*muhādathah*), can provide a more holistic learning experience. Additionally, the use of structured learning materials, such as student worksheets (LKPD), can facilitate the gradual development of writing skills through scaffolded activities (Hayati et al., 2022).

By adopting appropriate instructional strategies, students are expected to become more actively involved in the learning process and demonstrate significant improvement in their Arabic writing skills. Therefore, this study aims to analyze the implementation of *kitabah* learning strategies in elementary schools, with a particular focus on identifying effective pedagogical practices that support students' writing development.

Several previous studies have investigated instructional strategies for improving Arabic writing skills (*kitabah*) in elementary and secondary education contexts. The study by Ritonga et al. emphasizes that teachers' ability to combine various learning strategies is crucial for improving students' Arabic language skills (Ritonga et al., 2023). Similarly, Husaini found that the Modern Written Arabic method significantly reduces writing errors and improves students' ability to construct correct Arabic sentences through systematic practice and feedback mechanisms (Husaini, 2024). Sholikhah and Ammar demonstrate that the Insha' Muwajjah approach, comprising preparation, implementation, and evaluation stages, effectively enhances students' writing accuracy and vocabulary development (Sholikhah & Ammar, 2023). Huda et al. further show that the scramble method improves elementary students' ability to connect Arabic letters and develop basic writing fluency through repetitive guided exercises (Huda et al., 2024). In addition, Pimada et al. emphasize that the use of flashcards in imla' learning helps elementary students master Arabic writing fundamentals, particularly in letter recognition and word formation (Pimada et al., 2020). Finally, Annisa highlights that active learning strategies in *kitabah* instruction create more engaging classroom environments and improve students' writing performance through interactive and student-centered activities (Annisa et al., 2024). Overall, these studies indicate that effective *kitabah* instruction requires structured, interactive, and practice-oriented strategies, yet research focusing specifically on fourth-grade elementary students remains limited.

Based on the literature review, most previous studies have focused on learning media, online learning, or error analysis. Research that specifically examines *kitabah* learning strategies in elementary school contexts remains limited. Therefore, the novelty of this study lies in its focus on analyzing *the implementation of kitabah learning strategies* directly in classroom practice at the elementary level. This study also explores integrating various teaching methods into a systematic, contextually grounded learning strategy. Another aspect of novelty is its emphasis on active student engagement and the use of learning media and worksheets as supporting tools. Thus, this research is expected to contribute new insights into the development of more effective and applicable Arabic language learning strategies.

Based on the above discussion, the objective of this study is to analyze and identify the *kitabah* learning strategies applied in Arabic language instruction to improve elementary school students' writing skills. This study is limited to fourth-grade students at SD Bani Daud Al-Islami Petir and focuses on the strategies teachers use in the learning process. The contribution of this study is both theoretical and practical. Theoretically, it enriches the body of knowledge on Arabic language teaching strategies, particularly in writing skills. Practically, the findings are expected to serve as a reference for teachers in designing and implementing more effective, innovative, and student-appropriate learning strategies. Therefore, this study is expected to provide solutions to the challenges of *kitabah* learning at the elementary school level.

METHOD

This study employed a qualitative research design with a descriptive approach to explore *kitabah* (Arabic writing) learning strategies in elementary school Arabic instruction. A qualitative approach is appropriate for investigating classroom processes in depth and understanding how meaning is constructed in natural educational settings without manipulating variables (Creswell & Poth, 2018). Such an approach enables rich, contextualized interpretation of teaching and learning practices in real classroom environments.

The study was conducted at SDN Bani Daud Al-Islami Petir from February to March 2025, aligned with the Arabic language instructional schedule for fourth-grade students. Participants were selected using purposive sampling, a qualitative research technique that identifies information-rich cases relevant to the research focus (Fallucchi et al., 2022). The participants consisted of one Arabic language teacher and 15 fourth-grade students actively engaged in *kitabah* learning activities. The teacher served as the key informant, while students provided supporting experiential data. Inclusion criteria included active participation in Arabic classes, direct involvement in writing activities, and willingness to participate in the study.

The objective of this research was to implement *kitabah* teaching strategies. Data were collected from primary and secondary sources. Primary data were obtained through classroom observations and semi-structured interviews, while secondary data included lesson plans (RPP), teaching materials, and student worksheets (LKPD). Observation was conducted in a non-participant manner to document instructional processes, teacher–student interaction, and learning stages. Semi-structured interviews allowed flexibility while maintaining focus on instructional strategies, challenges, and student experiences. Documentation was used to triangulate instructional practices with written teaching artifacts.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and the drawing and verification of conclusions (Miles et al., 2014). Data condensation involved coding and categorizing relevant information into themes such as teaching strategies, classroom interaction, and student responses. Data display was carried out through narrative descriptions and matrices, while conclusion drawing involved identifying patterns and relationships that were continuously verified throughout the analysis process.

To ensure trustworthiness, this study applied triangulation of sources, methods, and time to enhance credibility (Dado et al., 2023). Member checking was conducted by confirming findings with participants, while an audit trail was maintained to document all stages of data collection and analysis, ensuring dependability and confirmability (Bowen, 2009). Through these methodological procedures, the study ensures rigor, credibility, and transparency in examining *kitabah* learning strategies in elementary Arabic education.

RESULTS AND DISCUSSION

Results

Understanding *Kitābah* Learning Strategy

The findings reveal that the *kitabah* learning strategy implemented for fourth-grade students at SDN Bani Daud Al-Islami Petir is systematically structured around five interrelated components: learning objectives, instructional stages, teaching methods, learning media, and time allocation. These components do not operate independently; rather, they function as an integrated pedagogical system that collectively shapes the effectiveness of writing instruction. Analysis of lesson plan documents (RPPs) indicates that the instructional objectives extend beyond the development of technical writing skills to foster students' ability to construct meaningful words

and sentences in context. This suggests a shift from a form-oriented paradigm to a meaning-oriented instructional design, positioning writing as a cognitive and communicative activity rather than a purely mechanical exercise (Barrot, 2023; Chen, 2021). More importantly, this alignment between instructional planning and classroom practice reflects a high level of pedagogical coherence, which is essential for effective learning outcomes.

Observational data further demonstrate that the instructional process is organized into three main stages: preliminary, core, and closing, each serving a distinct pedagogical function within the learning cycle. In the preliminary stage, the teacher activates students' prior knowledge through apperception, thereby establishing cognitive readiness and linking new material to existing linguistic schemas. This stage plays a crucial role in reducing learning discontinuity and facilitating schema activation, both of which are fundamental to second language acquisition. During the core stage, students engage in structured, scaffolded writing activities. For instance, students were observed copying sentences and subsequently transforming them into new sentences under teacher guidance. This progression illustrates the gradual release of responsibility from teacher to learner, a hallmark of effective scaffolding practices. The data indicate that such structured progression not only supports skill acquisition but also mitigates cognitive overload by breaking down complex tasks into manageable steps (Li & Zhang, 2021; Pourdana et al., 2022). In the closing stage, reflective and evaluative activities enable students to consolidate their learning, while teacher feedback reinforces both accuracy and understanding, completing the instructional cycle.

Interview data provide further depth to these findings by revealing the underlying pedagogical rationale behind instructional practices. The teacher emphasized that writing instruction is deliberately sequenced from copying to guided construction and, eventually, to independent composition to accommodate students' developmental levels and minimize learning difficulties. This indicates an awareness of learners' cognitive constraints and the necessity of gradual progression in skill development. Students' responses also highlight the perceived effectiveness of this approach, as they reported increased ease in writing when provided with examples and opportunities for repeated practice. The convergence of perspectives from teachers and students, supported by observational and documentary evidence, demonstrates strong methodological triangulation. This not only enhances the credibility of the findings but also confirms that structured instructional design plays a critical role in facilitating writing development (Anggraeni et al., 2025).

Additionally, the findings reveal that the *qawā'id wa tarjamah* method remains a dominant instructional approach in the classroom. However, its implementation is not rigid or isolated; rather, it is adaptively integrated into collaborative, student-centered learning activities. Students were observed engaging in peer correction, group discussions, and joint problem-solving during writing tasks, suggesting interactive learning dynamics. This hybridization of traditional and interactive approaches suggests a pedagogical adaptation that responds to contemporary learning needs while retaining the strengths of established methods. Furthermore, documentation of students' written work demonstrates a consistent pattern of improvement in both handwriting neatness and sentence structure over time. This progression indicates that integrating explicit grammatical instruction with collaborative practice not only enhances linguistic accuracy but also supports the development of writing fluency and organization.

Taken together, these findings suggest that the effectiveness of *kitabah* instruction lies in the dynamic interplay between structured planning, scaffolded implementation, and interactive learning processes. The integration of multiple instructional components creates a cohesive learning environment in which students can gradually develop writing competence. Importantly, the data indicate that writing development is not a linear process but a cumulative and iterative one, shaped by continuous practice, feedback, and interaction. This underscores the significance of instructional design as a central factor in determining the success of Arabic writing pedagogy at the elementary level.

Table 1. Operationalization of *Kitābah* Learning Objectives in Elementary Arabic Writing Instruction

No.	Learning objectives	Description
1.	Writing Letters	Students have the skills to write letters and understand the various types of writing that will be created.
2.	Understand how to connect letters.	Writing Arabic letters is different from the alphabets of other languages, namely that when a letter is used in a word, its appearance can change depending on its position at the beginning, middle, or end of the word.
3.	Create detailed writing	Learning to write Arabic can equip students to produce writing that is complete and easy to understand.
4.	Create good writing	Students are expected to be able to write well and in an organized manner, for example, in calligraphy.
5.	Practice writing from right to left.	Writing in Arabic has a special characteristic: it is written from right to left.

Operationalization of Learning Objectives

The findings demonstrate that *kitabah* learning objectives are not merely articulated as formal curricular targets but are systematically operationalized into observable, measurable, and progressively student competencies. These objectives are realized through five interrelated domains of writing development, each reflecting a distinct yet interconnected dimension of Arabic writing acquisition. Importantly, the data reveal a clear developmental trajectory from foundational mechanical skills toward higher-order meaning construction, indicating a structured pedagogical progression rather than fragmented instructional practices.

First, the objective of writing letters is implemented through intensive guided practice, modeling, and iterative correction. Students initially engage in tracing and copying Arabic letters, which gradually transitions into independent production. Observational evidence indicates that teacher-mediated corrective feedback plays a decisive role in shaping motoric accuracy and orthographic precision. More importantly, this process reflects the internalization of graphomotor patterns, suggesting that early-stage writing instruction is not merely imitative but involves cognitive-motor integration. This finding indicates that foundational writing skills are

constructed through sustained interaction between repetition and feedback rather than through exposure alone.

Second, the objective of understanding letter connections is operationalized through contextualized and pattern-based exercises. Rather than teaching letter forms in isolation, instruction emphasizes positional variation (initial, medial, final) within authentic lexical contexts. The data reveal that students initially struggle with letter connectivity but gradually develop structural awareness through scaffolded guidance and repeated exposure. This progression suggests that orthographic competence in Arabic writing emerges from pattern recognition and contextual reinforcement. Furthermore, the teacher's step-by-step guidance indicates a shift from declarative explanation to procedural acquisition, highlighting the importance of guided discovery in orthographic learning.

Third, the objective of developing detailed writing is reflected in a clear transition from lexical production to sentence-level construction. Documentation of student work reveals a consistent pattern: learners move from producing isolated vocabulary items (e.g., بيت) to constructing semantically meaningful sentences (e.g., هذا بيتي). This shift signifies not only linguistic expansion but also cognitive development in organizing ideas and expressing meaning. The findings suggest that writing development at this stage involves integrating vocabulary knowledge, syntactic awareness, and semantic coherence. Notably, this progression indicates that *kitabah* instruction successfully bridges the gap between form-focused practice and communicative expression.

Fourth, the objective of producing well-organized writing is evidenced by gradual improvements in handwriting legibility, spatial organization, and structural consistency. Observational and documentary data show that students' writing evolves from irregular, fragmented forms to more standardized, coherent texts. This transformation reflects increased cognitive control, fine motor coordination, and familiarity with writing conventions. Importantly, the emphasis on neatness is not merely aesthetic but functions as an indicator of deeper linguistic and cognitive organization. Thus, writing quality emerges as a multidimensional construct encompassing both form and meaning.

Fifth, the objective of writing from right to left is internalized through habitual practice, corrective feedback, and peer interaction. Initially, some students exhibit interference from left-to-right writing systems; however, consistent exposure and reinforcement lead to gradual procedural mastery. This finding highlights that directionality in writing is not simply a technical skill but a deeply embedded cognitive habit that requires repeated practice to be fully internalized. Peer correction observed in classroom interactions further indicates that learning is socially mediated, contributing to faster adaptation and reinforcement.

Taken together, these findings indicate that *kitabah* learning objectives are achieved through a structured, staged, and practice-intensive instructional approach. The transformation of abstract curricular goals into observable competencies demonstrates a high level of pedagogical alignment between planning and classroom implementation. Moreover, the data suggest that writing development is cumulative and recursive, requiring continuous reinforcement across multiple learning stages.

Description of *Kitābah* Learning Strategies

The findings reveal that *kitābah* instruction is implemented through a pedagogically integrated framework combining communicative approaches, drill-based practice, multimodal support, and cross-skill integration. Rather than relying on a single method, the instructional strategy adopts a hybrid model that balances traditional and contemporary approaches, resulting in a more adaptive, context-sensitive learning environment.

The communicative dimension of the strategy is evident in the emphasis on meaning construction before writing production. Students are first exposed to vocabulary and sentence structures through guided reading (*qirā'ah*), after which they are required to reconstruct or reproduce the content in written form. This sequence demonstrates a clear input–processing–output cycle, indicating that writing is positioned as an extension of comprehension rather than an isolated activity. Importantly, this approach encourages semantic processing and reduces reliance on rote memorization, thereby enhancing meaningful learning.

Simultaneously, drill-based methods are systematically integrated into the instructional process. The progression from copying letters to composing sentences reflects a carefully sequenced model of skill acquisition. Unlike traditional drill practices, which are often mechanical, the findings indicate that repetition is embedded in meaningful contexts, thereby increasing its pedagogical effectiveness. This suggests that drill methods, when structured progressively and combined with communicative elements, remain highly relevant in developing foundational writing skills.

The use of visual media, including images and word cards, further enriches the instructional process by providing concrete representations that support comprehension and idea generation. Observational data show that students are more engaged and able to produce contextually relevant sentences when visual stimuli are used. This indicates that multimodal input plays a significant role in bridging the gap between abstract linguistic forms and meaningful expression.

In addition, integrating *qirā'ah* (reading) and *muhādathah* (speaking) into writing instruction reflects a holistic approach to language learning. Students engage in reading activities followed by rewriting tasks, as well as oral expression, before written production. This interconnected process demonstrates that writing competence develops through the interaction of multiple language skills rather than through isolated practice. The findings, therefore, highlight the importance of skill integration in enhancing both comprehension and production.

From a pedagogical perspective, the teacher assumes a dual role as facilitator and instructional guide. The teacher provides explicit modeling, structured guidance, and continuous feedback, which collectively support students' gradual progression toward independent writing. This guided learning environment enables students to navigate the complexity of Arabic writing while maintaining engagement and motivation.

Student participation is generally active, particularly during collaborative and guided activities. However, the findings also reveal variability in students' abilities, especially in vocabulary mastery and sentence construction. Students with limited lexical knowledge tend to experience greater difficulty in writing tasks, indicating that vocabulary acquisition remains a critical prerequisite for writing development.

Supporting factors identified in this study include a conducive classroom environment, the use of structured worksheets (*LKPD*), the integration of visual media, and the teacher's active instructional role. These elements collectively create a supportive learning ecosystem that facilitates writing development. Conversely, inhibiting factors such as limited vocabulary, low

confidence, and time constraints can hinder optimal learning outcomes. These constraints highlight the need for differentiated instruction and extended practice opportunities.

The robustness of these findings is reinforced through methodological triangulation. Observational data indicating active engagement and structured instruction are corroborated by interview responses and documentary evidence in the form of students' written work. The documented progression from isolated word production to structured sentence construction provides empirical evidence of learning development and validates the effectiveness of the implemented strategies.

Overall, the findings indicate that *kitabah* learning is most effective when implemented through a systematically designed, integrative, and student-centered approach. The integration of *qawā'id wa tarjamah* with communicative and collaborative activities represents a significant pedagogical innovation. This hybrid approach not only strengthens grammatical understanding but also enhances students' ability to construct meaningful written expressions. From a theoretical standpoint, these findings reinforce the conceptualization of writing as a complex, multi-layered skill that requires structured, continuous learning processes. From a practical perspective, the study provides empirical evidence that well-designed instructional strategies can significantly improve students' Arabic writing competence, particularly at the elementary level.

Discussion

Interpretation of Findings

The findings of this study demonstrate that the integration of structured instructional strategies and active student engagement significantly enhances the effectiveness of *kitabah* learning. The combination of communicative approaches, guided practice, and visual media facilitates gradual writing development and enables students to construct linguistic competence incrementally. This staged learning process reduces cognitive load, particularly in mastering complex orthographic and syntactic features of Arabic writing, which is consistent with studies emphasizing the importance of scaffolding and cognitive support in second language writing development (Jiang & Kalyuga, 2022; D. Li & Zhang, 2022).

Furthermore, the integration of *qira'ah* and *muhādathah* into writing instruction promotes deeper semantic processing and meaningful language production. Students are not merely engaged in mechanical writing but are encouraged to understand meaning before producing written forms. This aligns with findings that integrated language skill instruction enhances both comprehension and production in second language learning (Anggraeni et al., 2025; Chen, 2021). However, the study also reveals that limitations such as restricted vocabulary mastery and time constraints may hinder optimal learning outcomes. These findings are supported by previous research indicating that insufficient linguistic resources can negatively affect writing quality and fluency (Barrot, 2023). Therefore, the effectiveness of *kitabah* learning depends not only on instructional strategies but also on supporting learning conditions.

The results of this study are closely aligned with the principles of Communicative Language Teaching (CLT), which emphasize meaningful communication and the integration of language skills (Yusyac et al., 2021). The implementation of interconnected activities such as reading, speaking, and writing reflects the fundamental premise that language is best learned through use and interaction rather than isolated instruction. The requirement for students to comprehend meaning prior to writing supports the communicative nature of language acquisition (Z. Li et al., 2026).

In terms of writing skill development, the gradual progression from copying to independent sentence construction aligns with contemporary skill acquisition theories, which highlight the transition from controlled practice to autonomous performance. The findings confirm that structured repetition and guided practice contribute to internalizing linguistic forms and improving accuracy (Hassen et al., 2024). Notably, drill-based methods, often considered traditional, remain relevant when applied systematically and contextually, as they reinforce orthographic and grammatical mastery.

Moreover, the integrative approach observed in this study supports theories of integrated language learning, particularly in Arabic pedagogy. The connection between *qira'ah*, *muhadathah*, and *kitabah* demonstrates that language skills should not be taught in isolation. Instead, integration enhances comprehension and production simultaneously, leading to more meaningful learning outcomes (M. Li & Wilson, 2025).

The findings of this study are consistent with previous research highlighting the importance of combining various instructional strategies in language learning. Studies have shown that diverse and well-structured pedagogical approaches significantly improve students' writing skills and engagement (Anggraeni et al., 2025; Z. Li et al., 2026). However, this study extends previous findings by providing concrete classroom-based evidence of how these strategies are operationalized, particularly in elementary Arabic language education.

In contrast to research emphasizing digital or AI-based learning environments, this study demonstrates that effective learning does not necessarily depend on advanced technology. Instead, simple instructional tools such as worksheets (*LKPD*) and visual media can significantly enhance learning outcomes when applied systematically. This finding suggests that pedagogical design plays a more critical role than the technological medium itself, even in contemporary educational settings (Anggaraini et al., 2025).

Additionally, while many previous studies have focused on identifying students' writing errors, this study contributes by demonstrating how structured instructional strategies can prevent or reduce such errors. This shifts the focus from error identification to solution-oriented pedagogy, aligning with recent trends in second language writing research (Mulyani et al., 2018).

From a practical perspective, the findings suggest that elementary school teachers should design *kitabah* learning strategies that are structured, gradual, and student-centered (Ardiansyah, 2020). Teachers are encouraged to integrate multiple language skills, use varied instructional methods, and provide continuous practice to support students' writing development (Aditya et al., 2025). The use of scaffolding techniques, visual media, and student worksheets can significantly enhance engagement and comprehension.

From a theoretical perspective, this study contributes to the development of Arabic language pedagogy by reinforcing the importance of integrated and communicative approaches to writing instruction. It highlights that effective *kitabah* learning requires not only grammatical knowledge but also meaningful interaction, cognitive engagement, and contextualized practice. Therefore, this study enriches the discourse on language pedagogy by demonstrating how traditional instructional methods and modern approaches can be combined to achieve optimal learning outcomes (Jiang & Kalyuga, 2022; M. Li & Wilson, 2025).

CONCLUSION

This study demonstrates that the effectiveness of *kitabah* instruction at the elementary school level is not solely determined by the presence of instructional components, but rather by the extent to which these components are systematically integrated into a coherent and student-centered pedagogical framework. The findings indicate that the synergy between structured instruction, communicative orientation, guided practice, and the integration of multiple language skills plays a pivotal role in fostering students' Arabic writing development. In this regard, *kitabah* learning is most effective when conceptualized as a holistic and iterative process that connects comprehension, practice, and production in a meaningful learning continuum.

From a theoretical perspective, this study contributes to the advancement of Arabic language pedagogy by offering an empirically grounded model of *kitabah* instruction that bridges communicative and structural approaches at the elementary level. Unlike prior studies that have predominantly emphasized instructional media or error analysis, this research foregrounds instructional design as the central determinant of writing development. The novelty of this study lies in its demonstration of how integrative and systematically structured strategies are operationalized in authentic classroom contexts to facilitate the acquisition of writing skills.

From a practical standpoint, the findings underscore the importance of designing *kitabah* instruction that is gradual, interactive, and responsive to learners' developmental characteristics. The integration of language skills, the implementation of guided and scaffolded exercises, and the provision of meaningful and contextually relevant learning activities are essential for enhancing students' engagement and writing competence. Effective instruction, therefore, requires not only the selection of appropriate methods but also the deliberate orchestration of pedagogical processes that support sustained learning.

Nevertheless, this study is not without limitations. The research is confined to a single educational context with a relatively limited observation period, which may restrict the generalizability of the findings. Future research is therefore recommended to explore diverse educational settings and employ quantitative or mixed-methods designs to examine further the effectiveness of *kitabah* instructional strategies and their impact on students' writing outcomes. Such investigations would contribute to a more comprehensive and generalizable understanding of Arabic writing pedagogy across varied contexts.

AUTHOR CONTRIBUTIONS STATEMENT

[YZA] was instrumental in designing and developing the study, collecting and analyzing data, and drafting the initial draft of the manuscript. [YU], as the primary supervisor, guided the study, contributed to the interpretation of the results, and thoroughly reviewed and revised the manuscript to ensure its intellectual quality. [R], as the supervisor, provided strategic guidance, offered theoretical insights, and helped refine the manuscript for publication. All authors have read and approved the final version of the manuscript.

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