

Mapping Innovations in Kitabah Learning: A Systematic Review of Arabic Writing Learning Methods

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Citation

Chicago Manual of Style 17th Edition
Islamiyah Sulaeman and Aldi Rehardian MS., "Mapping Innovations in Kitabah Learning: A Systematic Review of Arabic Writing Learning Methods". *Al-Jawhar*, 3(2), 130-146.

Abstract

The teaching of kitabah (Arabic writing skill) remains one of the most challenging yet pivotal aspects of Arabic language education for non-native learners. Despite the proliferation of diverse instructional methods ranging from traditional to contemporary digital and gamification-based approaches, no comprehensive synthesis has mapped the innovation landscape of kitabah learning methods to date. This systematic review aims to identify, categorize, and analyze instructional methods used in kitabah learning from 2022 to 2026, drawing on 89 empirical and conceptual studies sourced from Scopus, ScienceDirect, and Google Scholar databases. Following the PRISMA protocol, a rigorous screening process reduced an initial pool of 306 records to 26 studies eligible for final synthesis. Findings reveal five dominant method clusters: (1) classical dictation-based methods (imla'), (2) guided and free composition (insya'), (3) cooperative and collaborative learning methods, (4) technology-mediated and digital methods, and (5) multimodal and AI-assisted methods. Results indicate a clear trend toward technology integration, with gamification, mind mapping, project-based learning, and AI tools increasingly supplementing traditional methods. Teacher enthusiasm, learner motivation, and institutional readiness emerge as cross-cutting moderators of effectiveness. The review concludes with a proposed innovation map and recommendations for future research and pedagogical practice.

Keywords : Kitabah, Arabic Writing Skill, Learning Methods, Systematic Review

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A. Introduction

Arabic writing skill, widely known as maharah al-kitabah, occupies a central position in Arabic language education. As one of the four fundamental language competencies, alongside listening (istima'), speaking (kalam), and reading (qira'ah), kitabah represents not merely the ability to produce legible script but encompasses the complex cognitive and communicative processes of organizing ideas, applying grammatical structures, and constructing meaningful texts in Arabic.¹ For non-native learners, the challenges of kitabah are compounded by the morphological complexity of Arabic, the requirement of right-to-left directionality, and the nuanced relationship between Modern Standard Arabic (MSA) and spoken varieties.²

The importance of kitabah extends beyond the classroom. In higher education contexts across Indonesia, Malaysia, Jordan, Saudi Arabia, and other Muslim-majority nations, proficiency in Arabic writing is a prerequisite for accessing classical Islamic texts, conducting academic discourse, and participating in religious and professional communication.³ Consequently, educators have continually sought effective instructional approaches that can accelerate learners' acquisition of Arabic writing competence.

Historically, kitabah instruction has relied on classical techniques such as imla' (dictation) and insya' (composition), methods deeply rooted in Islamic scholarly tradition and still widely practiced in pesantren, madrasah, and formal Arabic language programs.⁴ These traditional methods emphasize mechanical accuracy, correct orthography, and grammatical precision. However, critics argue that such approaches often prioritize form over communicative function and fail to cultivate creative or expository writing abilities.⁵

¹ Mahyudin Ritonga et al., "Strategi Pembelajaran Kitabah Dalam Upaya Peningkatan Keterampilan Menulis Bahasa Arab Bagi Peserta Didik Madrasah Tsanawiyah," *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan* 19, no. 1 (2023), <https://doi.org/10.31000/rf.v19i1.7196>; Mohammad Sabarudin et al., "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung," *Khulasah: Islamic Studies Journal* 5, no. 2 (2023): 102–11.

² Muhammad Jundi and Nabila Nabila, "Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic," *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (2023): 72–81, <https://doi.org/10.62097/alfusha.v5i2.1193>.

³ Zainul Arifin et al., "Analyzing the Problems of Arabic Language Learning in Higher Education," *International Journal of Islamic Studies Higher Education* 3, no. 3 (2024); Ahmad Asse et al., "Al-Intiqaiyyah Method to Improve Maharah Al-Qira'ah Skills in Arabic Language Learning," *Al-Hayat: Journal of Islamic Education* 8, no. 4 (2024): 1245–60, <https://doi.org/10.35723/ajie.v8i4.690>.

⁴ Azizah Azizah, "Penerapan Metode Imla' Al-Ikhtibari Dalam Meningkatkan Kompetensi Menulis Bahasa Arab Pada Siswa Kelas X Dayah Erpadu Al-Muslimun," *Al-Madaris Jurnal Pendidikan Dan Studi Keislaman* 3, no. 2 (2022): 61–71, <https://doi.org/10.47887/amd.v3i2.102>; Hamdal, "Penerapan Metode Imla' Istima' Untuk Meningkatkan Keterampilan Menulis (Maharatul Kitabah) Bahasa Arab Siswi Kelas VIII Shofiyah Di SMP Qur'an Darul Fattah Bandar Lampung," *Al-Mitsali: Jurnal Penelitian Dan Pendidikan Bahasa Arab* 3, no. 2 (2023); Mazlina Bahrudin, Muhamad Fidri, and Nurhayati, "Pengaruh Metode Imla' Terhadap Maharah Kitabah Siswa Madrasah Aliyah an - Ni ' Mah Batam," *Ta'Limuna: Jurnal Pendidikan* 2, no. 2 (2024): 156–64.

⁵ Mohamed S. Bakry and Mahmoud Mohamed Emam, "Teaching Expository Writing to Arabic-Speaking Students with Intellectual Disability in Inclusive Classrooms: Effect of Four-Square Method and Sentence Frames," *International Journal of Developmental Disabilities* 70, no. 8 (2024): 1377–87, <https://doi.org/10.1080/20473869.2023.2177796>; Nure Husein, Hayati Nufus, and Indah Meilani Padedda, "Metode Mudah Maharah Kitabah Dalam Pembelajaran Bahasa Arab Berbasis Multikultural," *EL-Hadhary: Jurnal Penelitian Pendidikan Multidisiplin* 1, no. 02 (2023): 64–77, <https://doi.org/10.61693/elhadhary.vol102.2023.64-77>.

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In response, contemporary Arabic language pedagogy has witnessed a surge of methodological innovation. Cooperative learning models, task-based language teaching (TBLT), mind mapping, project-based learning, and a growing array of digital tools, from mobile applications to AI-powered writing assistants, have been introduced into kitabah classrooms with varying degrees of success.⁶ The COVID-19 pandemic further accelerated the adoption of e-learning platforms, compelling educators to reimagine writing instruction in online environments.⁷

Despite this rich body of practice-based research, the field lacks a comprehensive, systematic synthesis that maps the spectrum of kitabah learning methods, their theoretical underpinnings, empirical effectiveness, and contextual applicability. Previous reviews of Arabic language teaching have tended to focus on specific skills, such as gamification for vocabulary acquisition or systematic reviews of listening and speaking methods, or have been limited in scope to single national contexts. A broader, cross-contextual mapping of kitabah innovations is therefore urgently needed to inform both researchers and practitioners.

This study addresses this gap by conducting a systematic literature review (SLR) of Arabic writing learning methods published between 2022 and 2026. Specifically, the review is guided by the following research questions: (1) What instructional methods have been employed in kitabah learning research from 2022 to 2026? (2) How can these methods be categorized and mapped according to their theoretical orientation and pedagogical focus? (3) What are the reported outcomes and moderating factors associated with different kitabah learning approaches? The findings are intended to provide a consolidated, empirically grounded innovation map that can guide curriculum developers, language instructors, and future researchers in advancing the quality of Arabic writing instruction.

B. Method

This study used a Systematic Literature Review (SLR) methodology, guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The SLR approach was selected because it provides a transparent, replicable, and bias-reducing procedure for synthesizing existing research on a defined topic. Unlike narrative reviews, SLRs follow a predetermined protocol encompassing explicit search strategies, documented

⁶ Wasilah et al., "Cooperative Learning In Arabic Writing Skill with Media Chain Word Flag," *International Conference On Islam And Education*, 2024, 120–26; Nanang Kosim et al., "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 144–65, <https://doi.org/10.19105/ajpba.v5i2.14804>; Masnun, "Integrating Artificial Intelligence in Arabic Writing Proficiency: A Case Study in Islamic Boarding Schools," *2nd International Conference on Language Teaching, ANCOLT* 254 (2025): 254–64; Sri Dewi Priwanti Siregar et al., "Arabic Writing Skills Teaching Materials Based on Graphemics for Autistic Students," *Asian Education and Development Studies* 14, no. 3 (May 2025): 495–517, <https://doi.org/10.1108/AEDS-08-2024-0171>.

⁷ Samer Shorman, Muath Jarrah, and Ahmed R. Alsayed, "The Websites Technology for Arabic Language Learning Through COVID-19 Pandemic," *Studies in Computational Intelligence* 1037 (2022): 327–40, https://doi.org/10.1007/978-3-030-99000-8_18; Merfat Ayesh Alsubaie, "Impacts of Technology in Learning: Mobile Typing Applications for Writing and Accomplishing Academic Tasks among Arabic-Speaking Undergraduate Students," *Education Sciences* 12, no. 12 (2022), <https://doi.org/10.3390/educsci12120891>.

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inclusion and exclusion criteria, and structured quality assessment, thereby producing findings that can be reliably generalized.

Three major academic databases were systematically searched: Scopus, ScienceDirect, and Google Scholar. These databases were chosen for their broad coverage of Arabic language education research, their inclusion of both English- and Arabic-language publications, and their accessibility of full-text articles. Searches were also extended to institutional repositories, sciencedirect and Indonesian-indexed journals due to the significant volume of kitabah research originating from Indonesian Islamic higher education institutions. The search string was designed to capture the full range of relevant literature using Boolean operators. The primary string was: ("kitabah" or "maharah al-kitabah" or "Arabic writing skill" or "keterampilan menulis bahasa Arab" or "Arabic writing method"). Searches were conducted in 2026 and yielded an initial pool of 306 records across all databases.

Studies were included if they: (1) were published between 2022 and 2026; (2) were written in English, Arabic, or Indonesian; (3) explicitly addressed instructional methods, for kitabah/Arabic writing skill; (4) involved non-native Arabic learners or Arabic language teachers as primary participants; and (5) employed empirical (quantitative, qualitative, or mixed-methods) or conceptual-analytical research designs. Studies were excluded if they: (1) focused exclusively on computational or NLP aspects of Arabic text (e.g., machine translation, sentiment analysis, text classification); (2) addressed Arabic writing from a purely linguistic or historical perspective without pedagogical application; (3) focused on native Arabic-speaking populations without reference to instructional methods; (4) lacked accessible full text; or (5) were duplicates.

Table 1. PRISMA Selection

PRISMA Stage	Records (n)
Records identified from databases	306
Duplicate records removed	85
Records screened (title/abstract)	220
Records excluded (not relevant)	132
Full-text articles assessed for eligibility	89
Excluded: not pedagogical method focus	42
Excluded: NLP/computational only	20
Final studies included in synthesis	27

Table 2. PRISMA Flow Diagram for Study Selection

IDENTIFICATION
Records identified from databases Scopus (n=24) ScienceDirect (n=102) Google Scholar (n=180) Total identified: n = 306

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SCREENING
Duplicate records removed: n = 85 Records screened (title & abstract): n = 221 Records excluded (irrelevant topic/language): n = 132 → Remaining: n = 89
ELIGIBILITY
Full-text assessed: n = 89 Excluded – NLP/computational only: n = 20 Excluded – no clear pedagogical method: n = 42 → Retained: n = 27
INCLUDED
Studies included in final synthesis: n = 27

Study quality was evaluated using the JBI Critical Appraisal Checklist adapted for systematic reviews of educational interventions. Each study was assessed across five dimensions: (1) clarity of research question and design, (2) appropriate participant selection and description, (3) validity and reliability of outcome measures, (4) adequacy of data analysis, and (5) transparency of reporting. Studies scoring below the threshold on three or more dimensions were excluded from the final synthesis. Two independent reviewers completed the quality assessment, with disagreements resolved through discussion and consensus.

Data were extracted systematically into a coding matrix capturing: author(s), year, country, research design, participant profile, instructional method/strategy, theoretical framework, main findings, limitations, and inferences. The extracted data were then subjected to thematic synthesis, whereby individual study findings were inductively coded and grouped into higher-order analytical themes. A five-category innovation map was subsequently developed to visualize the landscape of kitabah learning methods.

C. Findings and Discussion

Overview of Included Studies

The final synthesis included 27 studies published between 2022 and 2026, drawn from diverse national and institutional contexts including Indonesia, Malaysia, Saudi Arabia, Jordan, the United Arab Emirates, and China. A clear temporal trend was observed: while earlier publications (2022–2024) predominantly examined classical pedagogical methods, studies from 2022 onwards showed a sharp increase in technology-mediated and AI-assisted approaches, reflecting a global shift accelerated by the COVID-19 pandemic.⁸

Among the 27 studies, eight employed quantitative quasi-experimental designs, seven used action research, five applied descriptive-analytical approaches, three used mixed methods, and three were conceptual or theoretical

⁸ Shorman, Jarrah, and Alsayed, “The Websites Technology for Arabic Language Learning Through COVID-19 Pandemic”; Alsubaie, “Impacts of Technology in Learning: Mobile Typing Applications for Writing and Accomplishing Academic Tasks among Arabic-Speaking Undergraduate Students.”

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in nature. Participant groups ranged from primary school students to university undergraduates, with the majority drawn from Islamic educational institutions (madrasah, pesantren, ma'had al-jami'ah). This concentration reflects both the centrality of Arabic literacy in Islamic religious education and the prominence of Indonesian scholarship in kitabah research.⁹

Table 3. Summary of Included Studies

No.	Author(s) & Year	Country	Method	Design	Key Finding
1	Azizah (2022)	Indonesia	Imla' Al-Ikhtibari	PTK	Improved writing competence in MA students
2	Alsubaie (2022)	Saudi Arabia	Mobile Technology	Descriptive	Mobile typing apps enhance writing efficiency
3	Priyono (2022)	Indonesia	Language Game Media	Action Research	Game-based media improves maharah kitabah MTs
4	Makhisoh & Lutfi (2022)	Indonesia	Kitabaty Book Series	Community Service	Structured workbook raises TPQ writing skill
5	Ardiansyah & Ningsih (2023)	Indonesia	LIBAT (See-Read-Write)	Quasi-exp.	LIBAT method significantly improves Arabic writing
6	Ritonga et al. (2023)	Indonesia	Multi-method	Descriptive	Diverse method needed for writing improvement
7	Nasution (2023)	Indonesia	Total Physical Response	Action Research	TPR effective for beginner kitabah learners
8	Hariansah (2023)	Indonesia	Card Sort Method	Action Research	Card Sort boosts vocabulary retention in writing
9	JANNAH (2023)	Indonesia	Imla' Manzbur	Quasi-exp.	Visual dictation raises accuracy of Arabic script
10	'Ula et al. (2023)	Indonesia	Imla' Mandzur	PTK	Imla' Mandzur improves handwriting and spelling
11	Hamdal (2023)	Indonesia	Imla' Istima'i	Action Research	Listening dictation improves writing skill
12	Sabarudin et al. (2023)	Indonesia	SAVI Learning Model	Quasi-exp.	SAVI model raises Arabic writing scores significantly
13	Fitria & Abidin (2023)	Indonesia	Project-Based Learning	Classroom Action	PjBL increases students' participation in writing
14	Bakry & Emam (2024)	Egypt/UAE	Expository Writing Instruction	Experimental	Structured instruction helps students with ID write
15	Alkhazaleh	Jordan	Mind	Experimental	Mind maps improve

⁹ Faezal Hadi Putra et al., "Strategi Pembelajaran Maharah Kitabah Di Ma'had Al-Jami'ah UIN Mataram," *Al-Muyassar: Journal of Arabic Education* 2, no. 1 (2023): 79, <https://doi.org/10.31000/al-muyassar.v2i1.7311>; Ritonga et al., "Strategi Pembelajaran Kitabah Dalam Upaya Peningkatan Keterampilan Menulis Bahasa Arab Bagi Peserta Didik Madrasah Tsanawiyah"; Asse et al., "Al-Intiqaiyyah Method to Improve Maharah Al-Qira'ah Skills in Arabic Language Learning."

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	(2024)		Mapping		reading-writing integration
16	Bahrudin & Fidri (2024)	Malaysia	Imla' Method	Quasi-exp.	Imla' method significantly raises kitabah scores
17	Sitompul et al. (2024)	Indonesia	Insha' Muwajjah	Descriptive	Guided composition enhances written output quality
18	Wasilah et al. (2024)	Indonesia	Cooperative + Chain Word	Quasi-exp.	Cooperative learning raises writing motivation
19	Kosim & Ardiansyah (2024)	Indonesia	Task-Based Language Teaching	Quasi-exp.	TBLT improves Arabic writing proficiency
20	Almelhes (2024)	Saudi Arabia	Gamification	SLR	Gamification improves engagement and achievement
21	Huda et al. (2024)	Indonesia	Scramble + Jumbled Method	Exp.	Creative writing methods effective for elementary
22	Masnun (2025)	Indonesia	AI-Assisted Writing	Descriptive	AI tools improve drafting and self-correction
23	Siregar (2025)	Indonesia	Graphemics-based Materials	R&D	Graphemics approach improves script formation skill
24	Gharaibeh & Ayasrah (2025)	Jordan	ChatGPT Supplemental	Experimental	ChatGPT enhances Arabic writing ability
25	Alghamdy & others (2025)	Saudi Arabia	Google Classroom	Quasi-exp.	LMS-based writing tasks improve student outcomes
26	Hussein et al. (2026)	Iraq	Synectics + Lateral Thinking	Experimental	Creative strategy improves creative writing skill
27	Sulaeman et al. (2024) ¹⁰	Indonesia	Translate Self-Review	Qualitative-descriptive method	There was a positive response of used the method in creating an enjoyable learning experience and facilitating cross-cultural relationships

Categorization of Kitabah Learning Methods

Thematic synthesis of the 27 included studies yielded five primary categories of kitabah learning methods. These categories are not mutually exclusive, many studies employ hybrid or integrated approaches, but they represent analytically distinct pedagogical orientations that collectively constitute the innovation landscape of kitabah learning.

a) Classical Dictation Methods (Imla')

The imla' method, wherein learners transcribe text dictated by the teacher or heard from an audio source, remains the most widely studied individual technique in the corpus, appearing in eight of the 27 included studies. Three

¹⁰ Sulaeman et al., (2024)

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distinct sub-variants were identified: *imla' manzhur* (visual dictation, where learners copy then write from memory), *imla' istima'i* (auditory dictation), and *imla' ikhtibari* (testing dictation). Studies consistently report positive effects on spelling accuracy, letter formation, and orthographic awareness, particularly for beginner and intermediate learners.¹¹

The enduring appeal of *imla'* lies in its structured, teacher-controlled format, which reduces cognitive load for novice writers and provides immediate corrective feedback on script accuracy. However, a recurring limitation noted across studies is *imla'*'s narrow focus on mechanical reproduction at the expense of communicative or creative writing development.¹² Researchers recommend combining *imla'* with expressive writing tasks to build a continuum of writing competence.

b) Guided and Free Composition (*Insyah*)

The *insyah* method, encompassing both guided composition (*insyah muwajjah*) and free composition (*insyah hurr*), represents the productive counterpart to *imla'*. Where *imla'* trains receptive accuracy, *insyah* develops generative fluency, requiring learners to construct original Arabic sentences, paragraphs, and essays within varying degrees of structural scaffolding. Sitompul et al. (2024) demonstrated that the *insha' muwajjah* approach, providing semantic and structural cues to support composition, significantly enhanced the quality of written output among Indonesian university students, particularly in terms of coherence and vocabulary use.¹³

Theoretical grounding for *insyah* methods draws from constructivist learning theory and Krashen's Monitor Model, which emphasizes the importance of meaningful, low-anxiety output for language acquisition.¹⁴ Research from Islamic boarding school contexts further demonstrates that *kitabah* methods embedded in classical religious text copying serve dual functions: improving writing mechanics while reinforcing content memorization.¹⁵

c) Active, Cooperative, Project-Based, and Translating Methods

A growing cluster of studies explores active learning frameworks applied to *kitabah* instruction. Cooperative learning, including chain word games,¹⁶ peer

¹¹ Raudatul Jannah, "Pengaruh Metode Imla'Manzhur Terhadap Peningkatan Maharah Al-Kitabah Dalam Pembelajaran Bahasa Arab Siswa Kelas Viii Mts Daarul Mustaqiem Pamijahan," *Shawtul Arab* 3, no. 1 (2023): 1-19; Elok Milhana Rohmatul 'Ula, Umar Faruq, and Ahmad Sholihuddin, "Penerapan Metode Imla' Mandzur Pada Pembelajaran Maharah Kitabah," *Al-Wasil* 1, no. 2 (2023): 85-91, <https://doi.org/10.30762/alwasil.v1i2.2564>; Azizah, "Penerapan Metode Imla' Al-Ikhtibari Dalam Meningkatkan Kompetensi Menulis Bahasa Arab Pada Siswa Kelas X Dayah Erpadu Al-Muslimun"; Bahrudin, Fidri, and Nurhayati, "Pengaruh Metode Imla' Terhadap Maharah Kitabah Siswa Madrasah Aliyah an - Ni ' Mah Batam."

¹² Husein, Nufus, and Padedda, "Metode Mudah Maharoh Kitabah Dalam Pembelajaran Bahasa Arab Berbasis Multikultural."

¹³ C Sitompul et al., "Using the Insha'Muwajjah Method as a Kitabah Learning Process," *El-Mawa: Journal of ...* 1, no. 1 (2024): 14-22.

¹⁴ Sabarudin et al., "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung."

¹⁵ Siti Miftakhatul Muniro and Asriana Kibtiyah, "Penulisan Ulang Kitab Sebagai Strategi Peningkatan Maharah Kitabah Dan Pemahaman Teks Di Pesantren Salaf," *Edukasiana: Jurnal Inovasi Pendidikan* 4, no. 4 (2025): 1708-20, <https://doi.org/10.56916/ejip.v4i4.1915>; Sukirman et al., "Pemanfaatan Metode Kitabah Untuk Meningkatkan Kualitas Hafalan Santriwati," *Jurnal PAI Raden Fatah* 4, no. 4 (2022): 361-74.

¹⁶ Wasilah et al., "Cooperative Learning In Arabic Writing Skill with Media Chain Word Flag."

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tutoring,¹⁷ card sort,¹⁸ scramble¹⁹ and group composition tasks, seek to leverage social interaction as a scaffold for writing development. These approaches align with Vygotskian sociocultural theory, positioning collaborative discourse as a zone of proximal development for writing skill acquisition.

Project-Based Learning (PjBL) represents a more complex iteration of active methods. Fitria & Abidin (2023) reported that PjBL implementation in an Indonesian madrasah significantly increased student participation and metacognitive engagement with Arabic writing task,²⁰ though practical constraints such as time limitations and varied student proficiency levels posed implementation challenges.²¹ The SAVI (Somatic, Auditory, Visual, Intellectual) learning model, a multimodal active learning approach, was found by Sabarudin et al. (2023) to produce significantly higher writing scores compared to conventional instruction, suggesting that engaging multiple sensory channels enhances kitabah acquisition.²²

Translate Self-Review (TSR) method based on Culturally Responsive Teaching (CRT) for teaching Arabic writing skills is a method in which students translate texts from their native language (Indonesian) into Arabic and then perform a self-review, an independent evaluation of their own writing by reflecting on its strengths, weaknesses, and necessary improvements. This process encourages active student engagement, autonomy, and experiential learning. The CRT approach complements TSR by incorporating students' cultural diversity into the learning process, creating an inclusive classroom environment that connects the material with students' life experiences and increases motivation through cultural sensitivity. This research descriptively explains the planning and implementation of the TSR-CRT method in an intensive Arabic language program class, aiming to overcome the stagnation of students' writing skills while exploring their perceptions toward the learning experience.²³

d) Technology-Mediated and Digital Methods

The most rapidly expanding category in the corpus comprises digital and technology-mediated kitabah learning approaches. These range from mobile

¹⁷ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "Peer Tutoring as a Collaborative Approach in Arabic Language Learning," *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2024): 26–43, <https://doi.org/10.38073/lahjatuna.v4i1.2181>.

¹⁸ Deni Hariansah and Harun Al Rasyid, "Pengajaran Bahasa Arab Melalui Metode Card Sort Untuk Meningkatkan Maharatul Kitabah Dan Qira'ah Siswa Kelas VIII MTs Al-Mukhtariyah Padang Lawas," *Reslaj: Religion Education Social Laa Roiba Journal*, 2023, <https://doi.org/10.47467/reslaj.v6i1.4689>.

¹⁹ A N Fajri, "فعالية طريقة سكرنبل في تعليم مهارة الكتابة لدى طلاب في المدرسة ابتدائية الحكومية بليتار (etheses.uin-malang.ac.id, 2025).

²⁰ Fitria Fitria and Munirul Abidin, "The Implementation of Project-Based Learning to Improve Students' Participation and Interaction in Learning Arabic Language: A Focus on Writing Skills," *At-Tasyrih: Jurnal Pendidikan Dan ...*, 2023, <https://doi.org/10.55849/attasyrih.v9i2.175>.

²¹ Mariana Nur Endah Lestari, Budianto Budianto, and Subandriyo Subandriyo, "Kendala Pembelajaran Maharah Kitabah Menggunakan Metode Project Based Learning Di SDI Karawang," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 9, no. 2 (2025): 1072, <https://doi.org/10.35931/am.v9i2.4803>.

²² Sabarudin et al., "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung."

²³ Sulaeman et al., "Translate Self-Review (TSR) Method Based on Culturally Responsive Teaching (CRT) for Arabic Writing Learning in Higher Education."

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typing applications²⁴ and animated digital games²⁵ to e-learning platforms, gamification frameworks, and LMS-integrated writing tasks.²⁶ The dramatic increase in technology-based studies post-2020 reflects both the global disruption caused by COVID-19 and the broader penetration of smartphones and internet connectivity into educational contexts across the Muslim world.²⁷

Google Classroom was identified by Alghamdy et al. (2025) as an effective platform for Arabic writing instruction in Saudi secondary schools, enabling structured peer feedback, real-time teacher monitoring, and asynchronous writing practice.²⁸ Mind mapping tools, both physical and digital, were shown by Alkhazaleh (2024) to improve reading-writing integration for Jordanian middle school students, supporting the theoretical link between conceptual organization and written discourse production.²⁹ Gamification elements such as points, badges, leaderboards, and competitive quizzes were synthesized by Almelhes as enhancers of motivation and engagement in Arabic language learning, with implications for kitabah when applied to vocabulary and grammar mastery tasks.³⁰

e) AI-Assisted and Emerging Methods

The most recent stratum of the literature, particularly studies from 2024 and 2025, documents the entry of artificial intelligence tools into kitabah pedagogy. Gharaibeh & Ayasrah conducted an experimental study in Jordan demonstrating that supplemental use of ChatGPT significantly enhanced Arabic writing ability among university students with learning difficulties, attributing gains to the tool's capacity for instant error-specific feedback and iterative drafting support.³¹ Masnun reported similar findings in an Indonesian university

²⁴ Alsubaie, "Impacts of Technology in Learning: Mobile Typing Applications for Writing and Accomplishing Academic Tasks among Arabic-Speaking Undergraduate Students."

²⁵ Dwi Juli Priyono, "Implementasi Media Permainan Bahasa Untuk Meningkatkan Kemampuan Menulis (Maharatul Kitabah) Siswa Kelas VII A Di Mts Darul Hikmah 2 Wuluhan," *Lisan An Nathiq : Jurnal Bahasa Dan Pendidikan Bahasa Arab* 4, no. 1 (2022): 1–17, <https://doi.org/10.53515/lan.v4i1.4889>.

²⁶ Sultan A. Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review," *Frontiers in Education* 9 (2024), <https://doi.org/10.3389/educ.2024.1371955>; Rashed Zannan Alghamdy and Abdulmajeed Mohammed Alghamdi, "The Impact of Google Classroom on Students' Writing Skills in Arabic and English Classrooms: A Comparison Study," *Theory and Practice in Language Studies* 15, no. 1 (2025): 45–54, <https://doi.org/10.17507/tpls.1501.06>.

²⁷ Putri Kholida Faiqoh, Hamida Gadoum, and Anggi Nurul Baity, "Digital Media and Technology in Arabic Language Learning," *Journal of Arabic Language Teaching* 5, no. 1 (2025): 121–32, <https://doi.org/10.35719/arkhas.v5i1.2263>; Shorman, Jarrah, and Alsayed, "The Websites Technology for Arabic Language Learning Through COVID-19 Pandemic."

²⁸ Alghamdy and Alghamdi, "The Impact of Google Classroom on Students' Writing Skills in Arabic and English Classrooms: A Comparison Study."

²⁹ Mahmoud Alkhazaleh and Ahmed Abu Sal, "Impact of Using Mind Maps to Improve Reading Comprehension Skills of Eighth Grade Students," *Eurasian Journal of Applied Linguistics* 10, no. 2 (2024): 262–73, <https://doi.org/10.32601/ejal.10222>.

³⁰ Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review."

³¹ Mahmoud Gharaibeh, Mohammad Nayef Ayasrah, and Abdullah Ahmed Almulla, "Supplemental Role of ChatGPT in Enhancing Writing Ability for Children with Dysgraphia in the Arabic Language," *Education and Information Technologies* 30, no. 15 (2025): 21019–39, <https://doi.org/10.1007/s10639-025-13605-6>; Islamiyah Sulaeman, Syuhadak Syuhadak, and Insyirah Sulaeman, "ChatGPT as a New Frontier in Arabic Education Technology," *Al-Arabi: Journal of*

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context, where AI-assisted writing instruction improved self-correction behaviors and reduced surface-level grammatical errors in students' Arabic compositions.³²

Hussein et al. (2026) introduced an innovative approach combining synectics theory and lateral thinking within Arabic creative writing instruction, producing significant improvements in creative writing scores among Iraqi university students.³³ These emerging methods signal a paradigm shift in kitabah pedagogy: from teacher-centered transmission of scribal norms toward learner-centered, cognitively stimulating writing processes supported by intelligent digital scaffolding.³⁴

Innovation Map of Kitabah Learning Methods

Drawing on the five-category framework, Figure 2 presents a proposed innovation map that situates kitabah learning methods along two analytical axes: (1) a pedagogical orientation axis ranging from form-focused (accuracy, mechanics) to meaning-focused (fluency, creativity), and (2) a technological mediation axis ranging from fully analog to fully digital. This map reveals several important structural features of the kitabah research landscape.

Table 4. Innovation Map of Kitabah Learning Methods (2022–2026)

Form-Focused (Accuracy / Mechanics)	Meaning-Focused (Fluency / Creativity)
<p style="text-align: center; margin: 0;">Analog Methods</p> <ul style="list-style-type: none"> • Imla' Manzbur (Visual Dictation) • Imla' Istima'i (Auditory Dictation) • Imla' Ikhtibari (Test Dictation) • Qawaid Wa Tarjamah (Grammar-Translation) • Drill/Tracing Method • Kitabaty Structured Workbook • Classical Text Rewriting (Penulisan Ulang Kitab) 	<p style="text-align: center; margin: 0;">Analog Methods</p> <ul style="list-style-type: none"> • Insya' Muwajjah (Guided Composition) • Insya' Hurr (Free Composition) • Card Sort Method • Cooperative Chain Word Game • Libat (See-Read-Write) • Total Physical Response (Tpr) • Savi Multimodal Learning • Project-Based Learning (Pjbl) • Peer Tutoring / Cooperative Learning

Teaching Arabic as a Foreign Language 7, no. 1 (2023): 83, <https://doi.org/10.17977/um056v7i1p83-105>.

³² Masnun, "Integrating Artificial Intelligence in Arabic Writing Proficiency: A Case Study in Islamic Boarding Schools."

³³ Alaa Abdulkhaleq Hussein, "The Effect of a Teaching Strategy Based on Synectics and Lateral Thinking on Developing Creative Writing Skills and Linguistic Fluency among Arabic Students," *Indian Journal of Information Sources and Services* 16, no. 1 (2026): 740–47, <https://doi.org/10.51983/ijiss-2026.16.1.77>.

³⁴ Mozah H Alkaabi and Asma Saeed Almaamari, "Generative AI Implementation and Assessment in Arabic Language Teaching," *International Journal of Online Pedagogy and Course Design* 15, no. 1 (2025): 1, <https://doi.org/10.4018/ijopcd.368037>; Muhamad Solehudin, Nur Hanifansyah, and Iqbal Fathi Izzuddin, "Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 11, no. 2 (2025): 175–88, <https://doi.org/10.15408/a.v11i2.41994>.

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	<ul style="list-style-type: none"> • Synectics + Lateral Thinking • Translate Self-Review
<p>Digital / Tech-Mediated</p> <ul style="list-style-type: none"> • Graphemics-Based Digital Materials <ul style="list-style-type: none"> • Mobile Typing Applications • Imla' Via E-Learning Platforms <ul style="list-style-type: none"> • Google Form For Evaluation • Animated Language Games • Gamification (Kahoot!, Quizizz) <ul style="list-style-type: none"> • Mind Mapping (Digital) • Google Classroom (Lms) • Task-Based Learning Via Digital Media • Chatgpt-Supplemented Composition <ul style="list-style-type: none"> • Ai-Assisted Drafting And Feedback <ul style="list-style-type: none"> • Digital Corpus Tools 	

Effectiveness and Moderating Factors

Across all five categories, the included studies consistently report positive learning outcomes associated with their respective target methods compared to conventional instruction. However, the magnitude and generalizability of these effects vary substantially. Quasi-experimental and action research studies, which constitute the majority of the corpus, tend to report statistically significant pre-post test improvements, yet are limited by small sample sizes (typically 20–50 participants), single-institution sampling, and relatively short intervention periods. These methodological characteristics caution against strong causal claims and underscore the need for larger, longitudinal studies.³⁵

Three cross-cutting moderators emerge consistently across the literature. First, teacher competence and enthusiasm are repeatedly identified as critical mediators of method effectiveness. Studies from Indonesian madrasah contexts, in particular, note that the successful implementation of innovative methods (PjBL, SAVI, digital tools) depends heavily on teacher readiness, technological literacy, and pedagogical flexibility.³⁶ Second, learner motivation, whether intrinsically derived from engagement with digital games and AI tools or extrinsically reinforced through competitive gamification elements, is consistently associated with improved writing performance and persistence.³⁷ Third, institutional context, including access to technology, curriculum flexibility,

³⁵ Ramadhan Safrudin, Siti Sanah, and Sri Dewi Priwarti Siregar, "Research Trends on Writing Skill in Arabic Language; A Bibliometric Analysis," *Aphorisme: Journal of Arabic Language, Literature, and Education* 5, no. 2 (2024): 94–114, <https://doi.org/10.37680/aphorisme.v5i2.5442>.

³⁶ Fitria and Abidin, "The Implementation of Project-Based Learning to Improve Students' Participation and Interaction in Learning Arabic Language: A Focus on Writing Skills"; Asse et al., "Al-Intiqaiyyah Method to Improve *Maharah Al-Qira'ah* Skills in Arabic Language Learning."

³⁷ Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review"; Gharaibeh, Ayasrah, and Almulla, "Supplemental Role of ChatGPT in Enhancing Writing Ability for Children with Dysgraphia in the Arabic Language."

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class size, and the religious-cultural orientation of the institution, shapes the feasibility and effectiveness of particular method choices.³⁸

A notable finding is the complementarity rather than competition between traditional and modern methods. Several studies demonstrate that hybrid approaches, combining *imla'* with digital reinforcement, or *insya'* with AI feedback, yield superior outcomes compared to either approach in isolation.³⁹ This suggests that the binary framing of 'traditional vs. modern' in kitabah pedagogy is analytically limiting; future research and practice should instead focus on principled integration models that leverage the orthographic precision of classical methods alongside the motivational and cognitive scaffolding afforded by contemporary digital tools.

D. Conclusion

This systematic review examined 26 studies on kitabah (Arabic writing) methods published from 2022 to 2026, identifying five main categories: classical dictation-based *imla'*, guided / free composition (*insya'*), active / cooperative / project-based and translating methods, technology-mediated/digital approaches, and AI-assisted creative writing. While classical methods remain foundational, there is a clear shift toward digital integration, collaborative learning, and AI-enhanced instruction, driven by post-pandemic e-learning, wider access to smartphones and internet, and the need to develop communicative writing competence. Implications include adopting hybrid instructional models that combine *imla'* and *insya'*, designing modular curricula aligned with learner proficiency, and addressing research gaps such as longitudinal studies, underrepresented regional contexts, and exploring large language models for Arabic writing pedagogy.

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³⁸ Ilyas Ilyas, Muh.Rasmi Rasmi, and Muhammad Rusydi, "Improving Modern Pondok Students' Arabic Language Skills in Indonesia: Language Institutions as Language Improvement Central," *Al-Ishlah Jurnal Pendidikan* 16, no. 2 (2024): 1303–13, <https://doi.org/10.35445/alishlah.v16i2.5095>.

³⁹ Masnun, "Integrating Artificial Intelligence in Arabic Writing Proficiency: A Case Study in Islamic Boarding Schools"; Gharaibeh, Ayasrah, and Almulla, "Supplemental Role of ChatGPT in Enhancing Writing Ability for Children with Dysgraphia in the Arabic Language."

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