

## DIFFERENT INSTRUCTIONAL METHODS IN ARABIC: MEASURING THEIR IMPACT ON STUDENTS' WRITING SKILL

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### Abstract

*This study investigates the impact of varying instructions in Arabic language learning on improving students' writing skills. Using a quasi-experimental method with a one-group pretest-posttest design, this study involved 30 madrasah diniyah students in Hidayatun Nasyi' in Islamic boarding school. The research instruments consisted of a questionnaire containing 20 items and a writing skills test covering pretest and posttest. Data analysis was performed using descriptive statistics, Shapiro-Wilk and Kolmogorov-Smirnov normality tests, and paired T-tests. The results showed a significant increase between the pretest (Mean=69.47, SD=10.28) and posttest (Mean=84.33, SD=8.37) scores with a  $t(29) = -10.631$  and  $p = 0.000$ , and all instruments were proven to be valid ( $r > 0.361$ ,  $p < 0.05$ ) with a Cronbach's Alpha reliability coefficient of 0.744. These findings underscore the effectiveness of the differentiated approach in teaching Arabic writing tailored to students' ability levels, as well as the relevance of cognitive load theory in the teaching context. This study recommends the application of varied instruction to increase student engagement and understanding in the Arabic language learning process.*

**Keywords:** Together Learning; Collaborative Learning; Writing Skills

### A. Introduction

The ability to write in Arabic, also known as maharah kitabah, is a highly complex and important skill for students' academic progress (Abdurrahman et al. 2024; Basith 2025). However, this ability often presents a significant challenge for students. This research is important because difficulties in writing can affect the quality of academic literacy, hinder knowledge creation, and damage the overall enthusiasm for learning Arabic. Based on field observations, students often face obstacles in writing Arabic texts, such as anxiety (Firdausiyah and Jannah 2025; Insaniyah and Kumala 2022). They may be able to memorise vocabulary, but they feel confused when it comes to structuring their thoughts into coherent and well-organised text. Studies confirm that writing difficulties are a major obstacle in learning Arabic. Language proficiency reports indicate that success in writing skills depends on innovative teaching methods, where the instructor's ability is the most important factor in improving students' writing abilities. (Syafei 2025; Zuhdiah, Yuspiani, and Damopolii 2024)

In recent developments, various innovative instructional trends have emerged to address the challenges of learning writing skills. One trend that is gaining attention is collaborative learning. (Nisa 2024; Siregar et al. 2024) This approach emphasises group-based learning where students work together to achieve shared writing goals. In the

context of Arabic, together learning facilitates meaningful social interaction, allowing students to exchange ideas, provide constructive feedback, and collaboratively compose Arabic texts.(Ramadani 2024) Activities such as collaborative writing, group discussions, and peer review are characteristic of this approach. Learning together not only reduces foreign language anxiety due to a more supportive learning environment but also increases students' intrinsic motivation and understanding of Arabic language structure and vocabulary through the process of meaning negotiation that occurs during collaboration.(Nurislamidina, Wulur, and Yasin 2025; Putri, Hidayah, and Gusmaneli 2025) This approach aligns with social constructivism theory, which emphasises that knowledge is constructed through social interaction.

Besides learning together, there are also other instructional trends that have been implemented, such as structured instruction, open instruction, and image-based instruction. Structured instruction provides clear guidance and a framework to help beginner students organise their thoughts.(Basith and Jamroh 2023; Nasrullah 2024) Open-ended instructions provide greater freedom of expression, encouraging creativity and language exploration in more advanced students. Meanwhile, image-based instructions utilise visual media as a stimulus and aid in generating ideas and vocabulary. This dynamic combination of various instructional trends, including collaborative learning, is believed to create a more inclusive, interactive, and effective learning environment for developing writing skills.

Previous research has investigated diverse strategies to enhance writing proficiency, including the Process Approach, the integration of digital media, and the provision of corrective feedback.(Azhar et al. 2025) Nonetheless, numerous studies emphasize the "content" of learning over the "method" of instruction, especially regarding variances in linguistic formulation and cognitive demand levels. Moreover, certain studies presume uniformity in student responses to instruction, but the attributes of the instruction are thought to significantly impact students' cognitive processes and writing results.(Wijaya, Saputra, and Marpaung n.d.).

Al-Ghifari and Anam's earlier work looked at how teachers help pupils who have trouble writing Arabic.(Al-Ghifari and Anam 2025) This study found several challenges encountered by students, including inadequate vocabulary and grammar proficiency, and proposed remedies such as offering examples, controlled practice, and direct feedback. Nonetheless, the research was qualitative, emphasizing the documentation of existing practices rather than the experimental evaluation of the efficacy of creative and structured educational patterns. This study addresses the deficiency by utilizing changes in contemporary educational trends (collaborative learning, image-based instruction, and differentiated approaches) as the independent variable in a quantitative experimental framework.

The originality of this research resides in its experimental methodology that juxtaposes the impacts of open versus organized education on several dimensions of writing proficiency, including grammatical complexity, vocabulary richness, and text coherence.(Yani, Masrul, and Hanafi 2024) The research in this study was undertaken in

greater detail at the micro-linguistic level, in contrast to prior studies that solely evaluated general improvement. This study incorporates cognitive load theory to elucidate the mechanisms facilitating the effective implementation of several instructional methods. This study innovatively adapts Johnson & Taha's findings on structured instruction in French to the Arabic language context, aligning with Amrullah's preliminary research. (Amrullah et al. 2024) It encompasses three principal dimensions: a comparative experimental design, micro-linguistic analysis, and the application of cognitive theory to theoretically elucidate the findings.

Although many previous studies have explored various teaching methods to improve writing skills, there is still a significant gap regarding the variety of instruction types applied in the context of Arabic. Most studies tend to focus on teaching content, without paying attention to delivery methods and their influence on students' thinking processes. This creates an urgent need for research that thoroughly examines the impact of various instructions, such as structured, open, and image-based instructions, in the context of writing skills. This study is designed to fill this gap by comparing the effectiveness of different instructions on students' writing abilities. By integrating a differentiated approach into teaching methods, it is hoped that the results of this study will not only provide a better understanding of effective teaching techniques, but also develop evidence-based strategies to improve students' overall Arabic language skills.

The experimental evidence provided by this study supports the cognitive load theory and shows that the use of diverse and adaptive teaching strategies (structured, open, collaborative, and image-based) greatly enhances micro-linguistic elements of writing skills, with varying degrees of efficacy based on students' starting skill levels.

Based on the background and gaps in the literature, the study's objectives are to: (1) assess how well students' Arabic writing skills (maharah kitabah) can be improved by implementing current instructional trends, specifically together learning, image-based instruction, and differentiated approaches; (2) gauge the degree of these improvements across particular micro-linguistic aspects like grammatical complexity, vocabulary richness, and textual cohesion; and (3) examine how the effects of these different types of instruction vary depending on students' starting ability levels using the cognitive load theory framework. Strong empirical support for the efficacy of diverse and flexible teaching strategies in the context of Arabic language training in diniyah madrasahs is anticipated from this study.

The argument that structured instruction will be more successful in enhancing the accuracy and coherence of beginning students' writing in madrasah diniyah at the ula level is based on the theoretical framework that has been explained. This is because structured instruction offers clear guidance, which reduces additional cognitive load. On the other hand, it is thought that more advanced students are encouraged to generate writing with higher grammatical complexity and lexical variation through open directions and collaborative learning. It is hypothesized that collaborative learning, particularly through social interaction and meaning negotiation

mechanisms, might foster a low-anxiety learning environment, boost intrinsic motivation, and enable a thorough comprehension of the Arabic language's structure. The strengthening of social constructivism and cognitive load theory in the context of learning Arabic are the theoretical ramifications of this study.

In order to maximize learning outcomes for writing skills, teachers should use the research's practical findings as a foundation for applying a differentiated approach in the use of structured, open, collaborative, and image-based teaching methods in accordance with student ability profiles is at the core of the conceptual framework of this study. Within this framework, the first step involves an initial assessment of students' writing abilities, which then allows for the categorization of students based on their skill levels, such as beginner, intermediate, and advanced. With a deep understanding of students' ability profiles, instructors can effectively tailor teaching methods to achieve optimal learning outcomes.

Structured instruction methods are designed to provide a clear framework, ideal for novice students to reduce cognitive load. Meanwhile, open instruction provides freedom in exploration and creativity, which is more suitable for more proficient students. In addition, the use of collaborative instruction encourages cooperation among students and combines expertise within groups, while image-based instruction utilizes visual elements to enhance student understanding. Through the various types of instruction offered, it is hoped that students will experience a significant improvement in their writing skills (maharah kitabah), as well as feel more confident and actively involved in the learning process.

## **B. Method**

This study used a quasi-experimental design with a single-group pretest-posttest (Kholiq 2017; Putri, Iryani, and Pratama 2024) model to assess the effectiveness of varying teaching methods in improving the writing skills of elementary madrasah students. A total of 30 students were selected as participants using purposive sampling. This study was carried out at the Ula level of the Hidayatun Nasyi'in Islamic boarding school. Purposive sampling was used to choose 30 pupils in total to be respondents. (Obilor 2023).

Before implementing the research instruments, validation was carried out through several steps, including expert validation, in which the questionnaire and writing test were evaluated by a panel of experts, including lecturers and education practitioners. Construct validity was tested through factor analysis to ensure that the items in the questionnaire accurately measured the intended aspects. Assessment criteria were also established using a rubric that included grammatical complexity, vocabulary richness, and text cohesion.

The teaching process was conducted in six sessions, each lasting 90 minutes. The learning stages include an introduction to structured instruction, writing activities using structured instruction, an introduction to open instruction, and a final collaborative activity that incorporates all of the methods taught. Examples of learning activities include

using pictures as stimuli for writing short stories, group discussions to formulate ideas before writing, and individual assignments with clear assessment rubrics.

Data analysis was performed using descriptive statistics and paired t-tests to measure the significance of the differences between pretest and posttest scores. The paired t-test formula used was

Calculated t-formula:

Figure Paired t-test formula

Explanation:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[ \frac{s_1}{\sqrt{n_1}} \right] \left[ \frac{s_2}{\sqrt{n_2}} \right]}}$$

- $\bar{x}_1, \bar{x}_2$  → Means of groups 1 and 2
- $s_1, s_2$  → Standard deviations of groups 1 and 2
- $s_1^2, s_2^2$  → Variance of groups 1 and 2
- $n_1, n_2$  → Number of data points in groups 1 and 2
- $r$  → Correlation between pairs of data points

Meanwhile, the normality test in this study was conducted using the Shapiro-Wilk method, which produced a significance value of 0.144 for the pretest and 0.160 for the posttest, indicating that the data were normally distributed ( $p > 0.05$ ). The reliability of the instrument was measured using Cronbach's Alpha coefficient, which had a value of 0.744, indicating that the instrument used had a good level of reliability. However, this study had limitations in causal inference, so the results could not be generalized to show a definitive cause-and-effect relationship.

### C. Result and Discussion

This research was conducted at Madrasah Diniyah Hidayatun Nasyi'in Lèvièl Ula, which is under the auspices of the Nabatussalam Islamic Boarding School Foundation, Barurejo Village, Siliragung District, Banyuwangi Regency. At that location, the learning patterns that have been in place tend to be static and lack variety, with a dominance of lecture methods and one-way instruction that has minimal interaction. This condition has the potential to lead to student boredom and decreased engagement in Arabic writing activities.

This study uses a quantitative approach with a quasi-experimental design to measure the effectiveness of various types of instruction in learning Arabic writing skills. This research design was chosen to compare the impact between the experimental group that received treatment and the group that did not receive treatment.

This instrument is specifically designed to assess the main aspects of writing skills, namely grammatical complexity, vocabulary richness, and text cohesion in students' Arabic writing. Data analysis includes descriptive statistics that provide an overview of the measurement results. The mean score for the pretest was 69.47 with a standard

deviation (SD) of 10.28, while the minimum score obtained was 42 and the maximum was 88. In terms of the posttest, the average score increased to 84.33 with a standard deviation of 8.37, the minimum score for the posttest was 70, and the maximum score was 98. These descriptive statistical results show a significant increase in students' writing skills after the application of various instructional methods, as explained through calculations on the data using SPSS.

### Prie-tiest and Post-tiest

The results of this research on the impact of the latest instruction, such as together learning, which have been processed using the SPSS 29 application. The results of this study were obtained from the prietest and posttest scores in the following table:

**Table 1. Prietest and Posttest Results of Students**

NO	Namie	Prietest	Posttest	No	Namie	Prietest	Posttest
1	NF	72	84	16	DN	75	89
2	LY	76	89	17	ES	73	80
3	SP	80	94	18	ZR	63	92
4	FZ	57	78	19	VN	42	78
5	KN	70	78	20	YT	78	88
6	AN	70	80	21	SA	65	70
7	EV	62	79	22	UL	88	98
8	AM	47	70	23	QI	78	90
9	PA	64	72	24	FK	58	89
10	WS	77	80	25	EZ	65	80
11	IM	60	70	26	RB	71	84
12	AG	79	90	27	SF	74	88
13	DZ	64	75	28	DN	72	94
14	AJ	81	96	29	IH	64	87
15	ZR	79	90	30	DV	80	98

Based on the data obtained, all students showed an increase in scores from the pre-test to the post-test. Besides being evident from the comparison of the scores of the two tests, the results of this study are also supported by a series of statistical analyses that have been conducted, such as validity tests, reliability tests, t-tests, and N-gain tests, to ensure that the observed improvement is significant and consistent.

### Validity Test

Before the research instrument is used for primary data collection, a validity and reliability test is conducted to ensure the quality and accuracy of the measuring tool. The results of this validity test were conducted to examine the 20 statement items in the questionnaire and showed that all question items were declared valid for 30 respondents, as can be seen in the table below:

**Table 2. Validity Results of Questionnaire Instrument**

Question ID	validity test		Result
	r (>0,361)	Sig (<0.05)	
Soal_1	0.451	0.012	Valid
Soal_2	0.597	0.000	Valid
Soal_3	0.429	0.018	Valid
Soal_4	0.563	0.001	Valid
Soal_5	0.540	0.002	Valid
Soal_6	0.603	0.000	Valid
Soal_7	0.616	0.000	Valid
Soal_8	0.748	0.000	Valid
Soal_9	0.628	0.000	Valid
Soal_10	0.421	0.020	Valid
Soal_11	0.515	0.004	Valid
Soal_12	0.639	0.000	Valid
Soal_13	0.552	0.002	Valid
Soal_14	0.515	0.004	Valid
Soal_15	0.585	0.000	Valid
Soal_16	0.619	0.000	Valid
Soal_17	0.480	0.007	Valid
Soal_18	0.393	0.032	Valid
Soal_19	0.634	0.000	Valid
Soal_20	0.458	0.011	Valid

This is indicated by the significant correlation values ( $r > 0.361$ ;  $p < 0.05$ ) for each item against the measured construct. In other words, this instrument has proven to be accurate and precise for evaluating the effectiveness of different instructional trends such as structured, open, and image-based instruction – in improving students' writing skills.

### Reliability Test

After completing the validity test, the next step is the reliability test to check the reliability of the test. Sugiyono, in his book, explains that a reliable instrument is a prerequisite for testing the validity of the instrument. Therefore, although valid instruments are generally reliable, testing is still necessary. Instrument reliability is interpreted to ensure that the collected data is consistent and accurate.

**Table 3. Category Of The Number Of R Value**

Value	Interpretation
0,80-1,00	High
0,60-0,80	Sufficiently
0,40-0,60	Sufficiently Low
0,20-0,40	Low
0,00-0,20	Very Low

From this table, it can be seen that there are categories for the sum of r values. Based on the results of the sum of r values, the reliability values are as follows:

**Table 4. Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.879	20

The results of the research instrument were confirmed by a Cronbach's Alpha value of 0.879, which is well above the reliability threshold (0.60). Thus, all 20 questionnaire items were declared consistent and suitable for use in analysing the effectiveness of the instructional approach, including together learning, in the context of Arabic language learning.

**Descriptive Statistical Analysis Of Pretest and Posttest**

The duration of the intervention in this study lasted for six learning sessions, with each session lasting 90 minutes. The number of sessions was designed to provide sufficient time for students to understand and implement various instructional methods. Each session had a clear structure, beginning with an introduction to the instructional method to be applied, followed by a demonstration by the teacher. Student activities in each session included the use of pictures as stimuli for writing short stories, group discussions to formulate ideas before writing, and individual assignments that emphasized the application of the vocabulary and grammar that had been learned. In this intervention, the role of the teacher was crucial as a facilitator who not only delivered the material but also provided support and feedback to students during writing activities, creating a safe and inclusive learning environment.

The average scores of the students were calculated using SPSS version 29 for Windows. The results of the mean calculations are presented in the following table.

**Table 5. Descriptive Statistics of Students Pre-test and Post-test Average Scores**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	42.00	88.00	2084.00	69.4667	10.28468
Posttest	30	70.00	98.00	2530.00	84.3333	8.36797
Valid N (listwise)	30					

Based on the calculation of the pre-test and post-test data, it can be observed that the lowest score obtained by the students during the pre-test was 42, while the highest score was 88. The average score obtained in the pre-test was 69.46, with a standard deviation of 10.284 and a sample size of 30 students.

Meanwhile, the results of the post-test data show that the lowest score obtained by the students was 70, while the highest score reached 98. The average post-test score increased to 84.33, with a standard deviation of 8.37 and a sample size of 30 students.

These results indicate that the students' Arabic writing ability prior to the intervention was relatively low. Therefore, the researcher implemented a new instructional approach using different instructional trends in Arabic learning in the experimental class. The post-test results demonstrate a considerable improvement in students' writing ability, as reflected in the increase in the average score from 69.46 in the pre-test to 84.33 in the post-test.

Compared with previous studies, which often focused on the application of a single teaching method, this study demonstrates that a differentiated instructional approach can produce better outcomes in the development of writing skills. Previous research may have reported significant improvements; however, many of those studies did not explicitly integrate Cognitive Load Theory into their instructional design.

From a theoretical perspective, the descriptive statistical results indicate that the increase in the average pre-test and post-test scores is closely related to the principles of Cognitive Load Theory. Structured instructional methods help reduce cognitive load for beginner learners, while more open instructional approaches encourage deeper linguistic exploration among students with higher levels of proficiency.

The pedagogical implications of these findings are substantial. The results highlight the importance of applying differentiated instructional strategies in Arabic language learning. Educators are encouraged to design varied teaching approaches that accommodate different levels of student ability and to create a learning environment that promotes active participation and innovation in the development of writing skills.

As an initial step before selecting the appropriate statistical test, it is necessary to determine whether the obtained data are normally distributed. Therefore, a normality test was conducted using the Shapiro-Wilk method, which is commonly used when the number of research samples is fewer than 50 participants.

### Data Normality Test

**Table 6. Normality Test for Data**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.121	30	.200*	.947	30	.144
Posttest	.136	30	.164	.949	30	.160

Based on the results of the Shapiro-Wilk normality test, the initial pre-test data obtained a significance value of 0.144. Since this value is greater than the significance level  $\alpha = 0.05$ , it can be concluded that the pre-test data are normally distributed. Meanwhile, the final or post-test data obtained a significance value of 0.160, which is also greater than  $\alpha = 0.05$ , indicating that the post-test data are normally distributed.

Furthermore, the results of the Kolmogorov-Smirnov normality test show that the pre-test data obtained a significance value of 0.200, which is greater than  $\alpha = 0.05$ , indicating that the data follow a normal distribution. Similarly, the post-test data obtained

a significance value of 0.164, which is also greater than  $\alpha = 0.05$ , confirming that the data are normally distributed.

Therefore, based on the results of both the Shapiro–Wilk and Kolmogorov–Smirnov tests, it can be concluded that the data are normally distributed because all significance values are greater than 0.05. Consequently, the assumption of normality is fulfilled, allowing further statistical analysis to be conducted using a parametric test, namely the Paired Samples t-test.

### Paired Samples t-Test

The results of the **paired samples t-test** calculation can be seen in the following table.

**Table 7. Paired Samples T-test Result**

Paired Samples t-Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-14.86667	7.65972	1.39847	-17.72685	-12.00648	-10.631	29	.000

Based on the results of the paired samples t-test, there is a significant difference between the pre-test and post-test scores. The mean difference between the two scores is -14.87, indicating that the post-test scores are higher than the pre-test scores. The negative value occurs because the calculation was conducted using the pre-test score minus the post-test score. The variation in the data is indicated by a standard deviation of 7.659, while the standard error of the mean difference is 1.40, reflecting the accuracy of the estimate. The 95% confidence interval ranges from -17.73 to -12.01, indicating that the true mean difference between the pre-test and post-test scores is likely to fall within this range and remains negative.

Furthermore, the t-value of -10.631 and the p-value (Sig.) of 0.000 indicate that the difference between the pre-test and post-test scores is statistically significant, as the p-value is far below the significance level of 0.05. Therefore, it can be concluded that the post-test results show a significant improvement compared to the pre-test results. This finding suggests that the instructional intervention implemented between the two tests was effective in improving students' learning outcomes.

### Hypothesis Testing

**Table 9. Hypothesis Test Results**

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.680	.000

Based on the test statistics output, the following conclusions can be drawn regarding the hypothesis testing results:

- a. If the significance value is greater than 0.05, then  $H_0$  (null hypothesis) is accepted.
- b. If the significance value is less than 0.05, then  $H_0$  (null hypothesis) is rejected.

In this study, the significance value is  $0.000 < 0.05$ ; therefore,  $H_0$  is rejected and  $H_1$  (alternative hypothesis) is accepted. This indicates that there is a significant difference between students' writing skills before and after the implementation of different instructional trends in Arabic language learning.

In other words, the findings demonstrate that the use of different instructional trends in Arabic language instruction is effective in improving students' writing skills. The results of this study confirm the effectiveness of several instructional approaches, including structured learning, open learning, image-based learning, and together learning, in enhancing students' Arabic writing abilities.

Data analysis shows a significant improvement in students' writing skills (maharah kitabah), indicating a significant difference between students' pretest and posttest scores. The table below presents complete descriptive statistics, including the mean, standard deviation (SD), minimum score, and maximum score for the pretest and posttest results:

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	42.00	88.00	2084.00	69.4667	10.28468
Posttest	30	70.00	98.00	2530.00	84.3333	8.36797
Valid N (listwise)	30					

In addition, the effect size was calculated using Cohen's *d* to assess the magnitude of the impact of the instructions applied. Using the mean and standard deviation, the effect size can be calculated as follows:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(x)^2}{N}}}{n-1}$$

The descriptive statistical data results show the pretest and posttest scores of 30 students in this study. The average pretest score was 69.47, with a minimum score of 42.00 and a maximum score of 88.00, indicating variation in the students' initial abilities. After the intervention, the posttest scores increased to an average of 84.33, with a minimum score of 70.00 and a maximum score of 98.00, indicating a significant improvement in writing skills. The standard deviation also decreased from 10.28 in the pretest to 8.37 in the posttest, indicating that student learning outcomes became more consistent after implementing the differentiated teaching approach. These findings prove the effectiveness of the instructional methods used in improving writing skills.

However, this study has several limitations that should be noted. First, the quasi-experimental design does not allow for generalization of the results to a wider population,

so that causality cannot be definitively established. In addition, the limited sample size (30 students) may affect the statistical power of the findings; a larger sample size may provide more stable and valid results. Future research should involve a larger sample size and a more rigorous design, such as a randomized controlled experiment, to improve the external validity and causal inference of the results.

The practical implications of this study emphasize the importance of a differentiated approach to teaching Arabic. By tailoring various teaching methods to each student's ability level, educators can create a more inclusive and efficient learning environment. These findings contribute significantly to the development of Arabic teaching methodologies and open up opportunities for further research on optimizing language learning processes by taking into account the diverse learning characteristics of students.

#### **D. Conclusion**

Based on the results of this study, it can be concluded that variations in Arabic language teaching instructions, particularly the use of structured, open-ended, and image-based instructions, significantly improve the writing skills (maharah kitabah) of madrasah diniyah level 1 students. The improvement recorded between the pretest (69.47) and posttest (84.33) scores shows statistically significant results with  $t = -10.631$  and  $p = 0.000$ . These findings confirm that a differentiated approach in providing instruction appropriate to students' ability levels can optimize learning outcomes. It is important to note that this study has several limitations. One of them is the absence of a class group, which limits the ability to compare the effects of the instructions given with conditions that did not receive treatment. In addition, the small sample size (30 students) makes it difficult to generalize the results of this study to a wider population. These limitations indicate the need for caution in drawing broader conclusions about the effectiveness of the teaching approach tested. Therefore, it is recommended that future researchers conduct studies with larger sample sizes and involve class groups to compare the effectiveness of different types of instruction. Further research could also explore other moderating factors, such as learning motivation and students' cognitive styles, which may influence learning outcomes. In addition, the development of more in-depth measurement instruments for micro-linguistic aspects of writing skills could be a focus for future research.

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