

Studying The Mahara Kitabah In Arabic

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Abstract

The goal of learning to read and write in Arabic is to enable students to write Arabic texts accurately, taking into account linguistic elements. Learning activities refer to achievement indicators, namely: (1) practice transcribing the sounds of words, phrases, and sentences; (2) practice answering questions based on reading texts and arranging them to form good paragraphs; and (3) practice expressing ideas or free writing using vocabulary appropriate to the given topic. Writing is a comprehensive linguistic skill that aims to produce what is called writing. Methodologically, in the learning process, especially in writing skills, the first thing that must be understood is understanding the purpose of learning to write itself, then defining it as a learning objective. It is important to understand the principles of learning to write so as not to deviate from the scope of discussion and evaluation.

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1. INTRODUCTION

Language skills are generally divided into four parts: maharah al-istima' (literacy), maharah al-kalam (literacy), maharah al-qira'ah (religious practice), and maharah al-kitabah (literacy). These four language skills must complement each other, influencing and being influenced. Experience and input gained from listening, speaking, and reading will provide valuable contributions to writing, and vice versa. However, writing has a unique character that distinguishes it from other forms of writing. The active and productive nature of writing gives it a distinctive character in terms of the method, medium, and language variety used.

Writing (maharah al-kitabah) is the highest of the four language skills. Writing is an activity that is related to the thought process and the skill of expressing oneself in written form. Writing can be considered a very complex activity, as it demands the ability to organize and structure ideas coherently and logically, as well as the ability to present writing in a variety of written languages and within the context of its rules.

Different types of writing: Writing is a way to express thoughts and feelings in written form, both in simple and complex language. Writing skills are essential for the preservation, dissemination, and development of information and knowledge. Theories, knowledge, and various ideas, if not expressed in written form, will easily be lost and forgotten because humans' ability to remember information is very limited. As in Arabic poetry;

العلمُ أَيْسٌ فِي الْكِتَابِ، ضَيْعَ

"Knowledge that is not written down will surely be lost."

Writing skills, in the context of Arabic language learning in formal educational institutions, are intensively trained. These writing camps begin with the simplest stages, such as writing letters, words, and sentences, and progress to more complex stages, such as writing paragraphs or free-form compositions. Writing skills in Arabic are also known as "maharah kitabah" (literary writing). Maharah kitabah is a complex skill. Many factors contribute to the uniqueness of Arabic writing, which also pose challenges in achieving this skill. These factors, such as the direction of writing and letter shapes, differ from those in Indonesian. These factors pose a particular challenge for students beginning to learn Arabic. Arabic writing procedures differ from those in Indonesian. The first obvious difference is the direction of writing.

In Indonesian, letters are written from left to right. Meanwhile, in Arabic, letters are written from right to left. Therefore, an Indonesian student who learns Arabic must change his habits regarding the direction of writing. Judging from the sound or letter symbols, Arabic also has its own uniqueness. One letter in Arabic can have several forms depending on its position in a word, namely when written alone or separated from other letters, written at the beginning, in the middle, and at the end of a word, such as the letter 'ain (ع), when at the beginning it is written as عل, when in the middle it is written as شعر, and when at the end of a word it is written as صنع. Some letters cannot be connected to the letter after it, such as the letter zai (ز), waw (و), and others.

Seen from the text category, there are two text models known in Arabic, namely texts with punctuation marks (harakat or syakal), and there are also texts written with punctuation marks. For students who are good at reading the Qur'an, there is certainly no difficulty in reading texts with punctuation marks. However, it will experience difficulties when faced with Arabic texts that do not have punctuation marks. As with difficulties in reading, students also experience difficulties in writing words, sentences, or texts in Arabic when they cannot understand the meaning of the word. The aspects expressed above are potential problems in learning Arabic, especially in the Maharah Kitaba. Therefore, a clear and directed learning stage is needed to develop students' skills in writing Arabic texts. This is a consequence for Arabic language studies teachers to master methods and techniques in order to train and develop students' Arabic writing skills. For that, the writer tried to describe the stages of learning Arabic maharah kitbah.

2. RESEARCH METHODS

This research was conducted to teach Mahara Kitabah in Arabic. This research is descriptive with qualitative and quantitative approaches. Data collection in this study used Libby and interviews.

3. RESULTS AND DISCUSSION

Abdullah Al-Ghali and Abdul Hamid Abdullah (2012: 42) stated that maharah kitabah is the process of drawing letters with clear writing without ambiguity and doubt while still paying attention to the integrity of the words according to the rules of Arabic writing recognized by native speakers, which in the end can provide certain meanings and significance. Acef Hermawan (2011: 151) defines maharah kitabah is the ability to describe or express the contents of thoughts, starting from simple aspects such as writing words to complex aspects, namely composing. Moh Amin Santoso (2011: 14) defines maharah kitabah as the skill of forming letters and the skill of expressing thoughts or feelings in written form.

The expert definition above contains two main components of writing skills. First, the ability to form letters, namely, converting sound symbols into written symbols. Second, expressing thoughts and feelings in writing. From these two components, it can be identified that learning writing skills is directed at practicing letter writing, more familiarly known as dictation and calligraphy (khat), and practicing expressing thoughts in the form of writing (insya'). These three aspects must be trained intensively to achieve maximum writing skills.

Imla' is the first stage in Arabic writing practice. Acef Hermawan states that imla' is a writing category that emphasizes the appearance or posture of letters in forming words and sentences. Mahmud Ma'ruf (1985: 157) defines imla' as writing letters in their correct positions within words to prevent errors in meaning. A kitabah, linguistically, is a collection of words that are arranged and organized.

The epistemological meaning of kitabah is a collection of words that are arranged and contain meaning, because kitabah will not be formed without the existence of regular words. And with the existence of kitabah, humans can express their hearts freely according to what they think. By pouring out written expressions, it is hoped that readers can understand what the author wants to express. Writing skills (maharah al-kitabah/writing skills) are the ability to describe or express the contents of thoughts, starting from simple aspects such as writing words to complex aspects such as composing.

The aspects in the maharah al-kitabah according to 'Ulyan are al-qawaид (nahwu and sharf), imla', and khat. The elements in the kitabah are al-kalimah (the smallest word unit of the sentence unit or the basic element of sentence formation), al-jumlah (a group of words that can form an understanding of meaning or one word that is supported by another word), al-fakrah (paragraph), and uslub. Abdul Hamid stated that writing skills have three aspects, namely as follows:

1. Letter formation skills and spelling mastery;
2. Skills in repairing the khoth;
3. The skill of expressing thoughts and feelings through writing.

Basically, writing is a productive and expressive activity. In writing, a writer must be skilled at utilizing graphology, language structure, and vocabulary. Writing skills are used to record, persuade, report, inform, and influence readers. The purpose and objectives of learning can only be achieved well by students who can organize and arrange their thoughts and express them in writing clearly, fluently, and communicatively. This clarity depends on the mind, organization, use, and choice of words, and sentence structure. Writing is a communication activity carried out without the support of voice pressure, tone, mimic, gestures, and without situations such as those that occur in oral communication activities. Thus, writers must be skilled at utilizing words, expressions, sentences, and using functions to convey, inform, describe, and suggest something to others.

Writing is a means of conveying thoughts, ideas, concepts, knowledge, and messages to be conveyed by the author. Writing means expressing one's thoughts and feelings to others in writing. Therefore, it can be concluded that writing is all the activities of a person expressing their thoughts through writing for others to read and understand. These thoughts can include experiences, opinions, knowledge, desires, and feelings expressed in written form. Writing skills involve creating letters or numbers with pens, pencils, chalk, and other means. Arabic writing skills are considered difficult to learn and require a very long time to master.

Writing is an integrated language skill aimed at producing something called written language. There are at least three components involved in this writing activity:

1. Mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, phrasing, and so on.
2. Mastery of the essay content according to the topic to be written.
3. Mastery of the types of writing, namely, how to arrange the contents of the writing using written language to form the desired composition,

Such as essays, articles, short stories, books, and so on. Learning Objectives of Maharah al-Kitabah (Writing Skills) The objectives of teaching Arabic writing enable students to learn according to Mahmud Kamil an-Naqah, as follows:

- a. Write Arabic letters and understand the relationship between letter shapes and sounds.
- b. Writing Arabic sentences with separate letters and connected letters with different letter shapes at the beginning, middle, or end.

- c. Mastery of how to write Arabic clearly and correctly.
- d. Mastering calligraphy, copywriting, or patchwork is both easier to learn.
- e. Mastery/ability to write from right to left.
- f. Know the punctuation marks and their indications, and how to use them.
- g. Knowing the principles of spelling and knowing what is found in the Arabic language.
- h. Translate ideas into writing sentences using Arabic grammar that is appropriate to the words.
- i. Translating ideas in writing, correct sentences by using the correct words in the context of changing word forms or changing the construction of meaning (mufrad, mutsanna jama', mudzakar, muannast, idhafat, etc.)
- j. Translate written ideas using appropriate grammar.
- k. Use a style of language that is appropriate for the title or idea being stated.
- l. Writing speed reflects oneself in using correct, precise, clear, and expressive language.

According to Hasan Syahatah, the aims of learning to write are:

- a. So that students get used to writing Arabic correctly.
- b. So that students are able to describe something they see or experience carefully and correctly.
- c. So that students are able to describe something quickly.
- d. Train students to express their ideas and thoughts freely.
- e. Train students to get used to choosing vocabulary and sentences that are appropriate to the context of life.
- f. So that students get used to thinking and expressing it in writing appropriately.
- g. Train students to express their ideas, thoughts, concepts, and feelings in written form.
- h. correct, clear, impressive, and imaginative Arabic.
- i. So that students are careful in writing Arabic texts in various conditions.
- j. So that students' minds become broader and deeper, and become accustomed to thinking logically and systematically.

Then there are learning objectives for writing skills based on level:

1. Beginner level
 - a. Copying simple language units
 - b. Writing simple language units
 - c. Writing simple statements and questions
 - d. Writing short paragraphs
2. Intermediate level
 - a. Writing statements and questions
 - b. Writing paragraphs
 - c. Writing letters
 - d. Writing a short essay
 - d. Writing a report
3. Advanced level
 - a. Writing a paragraph
 - b. Writing a letter
 - c. Writing various types of essays
 - d. Writing a report.

Among the three objectives of learning the kitabah that the author has explained above, the objective that is more appropriate and specific, according to the author, based on its level is the learning objective based on the views of Mahmud Kamil An-Naqah.

Learning Maharah Kitabah

The purpose of learning in this subtitle is more emphasized on activities to develop students' skills in writing Arabic texts through drills that are carried out repeatedly. Repeat until students have maximum proficiency. Through this activity, students will be more active in the Arabic language learning process. As per the principles of Arabic language

learning, students must be active in achieving the skills they want to achieve. On the other hand, if in learning the teacher is more active than the students, or in Munif Chatib's terms, it is called "teacher taking time", then the skills that are to be achieved cannot be realized maximally.

Abdullah Al-Ghali and Abdul Hamid Abdullah (2012: 44) stated that if a teacher wants to train and develop students' skills in writing texts in Arabic, there are several things that students must know first, namely:

- a. Identify letter symbols correctly, letters that are connected and not connected.
- b. Understand and be able to distinguish carefully between letters that have
- b. proximity of makhraj (the sound of the letter comes out clearly) and have a similarity in shape.
- a. Distinguish between letters that have dots and those that do not.
- b. Do not add or subtract letters from words.
- c. Pay attention to words that include letters that are pronounced but not written or vice versa, written but not pronounced.
- d. Distinguish between ta' marbuthah (ة) and ta' maftuhah (ت), ha' ta'nits (ha) and ha' marbuthah (ة).
- e. Write at a reasonable speed, easily, while still paying attention to factors of beauty and neatness.
- f. Pay attention to punctuation.
- g. Pay attention to short and long lines, and be able to differentiate between alif lam syamsiyah (ا) and alif lam qamariyah.
- h. Can differentiate how to write the hamzah letter at the beginning, middle or end of a word (ء—أ—ء—ئ—ء).
- i. Memperhatikan susunan tata bahasa (التركيب النحوية الصرفية).

Talking about learning means discussing the stages of learning itself: planning, implementation, and evaluation. None of these three stages can be omitted because they impact the achievement of learning objectives. Without planning, learning activities become unfocused, unsystematic, and the learning atmosphere is not conducive. Without implementation, the plans made are meaningless because they are not implemented. Without evaluation, the quality of learning cannot be measured, and it is impossible to know the extent to which learning objectives have been achieved. Therefore, these three stages must be present in every lesson. Planning for writing skills learning essentially refers to general learning planning. Many models can be used as benchmarks in developing learning plans, such as the ASSURE model, the ADDIE model, and so on. Of the various models offered by experts, in general, what an Arabic language teacher must do in designing learning is:

- a. analyzing student characteristics and materials
- b. determine learning objectives
- c. choosing methods and media; and
- d. formulate evaluation instruments.

Analyzing student characteristics means identifying students' learning methods and styles, and their initial abilities before undertaking learning activities. In the context of writing skills learning, teachers must identify students' writing abilities, such as the ability to distinguish letter shapes (at the beginning, middle, and end of words), and distinguish letters that are similar in both form and pronunciation. If this stage has been carried out and teachers know the extent of students' abilities in recognizing the basics of writing skills, then teachers will find it easy to determine and develop material based on the level of difficulty, followed by determining learning objectives, selecting appropriate methods and media that can facilitate students' learning, and

formulating evaluation instruments to measure the achievement of objectives and the quality of learning. The steps in learning the kitabah that will be implemented must refer to the learning objectives themselves. Amin Santoso (2011: 54) states that the general objectives of learning kitabah are: (1) copying the sounds of letters, words, phrases, and

sentences by paying attention to spelling and punctuation; (2) telling the message contained in the text in writing; and (3) expressing ideas in writing. So each stage of learning is adjusted and helps students to master the indicators that have been set.

Amin Santoso (2011: 60) lists the sequence of Kitabah learning activities as shown in the following table:

NO	Learning objectives	Learning Steps
1	Copying Sound	<ul style="list-style-type: none"> a. Students copy pieces of the qira'ah text b. Students arrange vocabulary into sentences according to the qira'ah text in writing c. Students listen to the teacher's reading (words, phrases, or sentences), then write them down.
2	Telling stories in writing (Insya' Muwajjah)	<ul style="list-style-type: none"> a. Students answer questions given by the teacher in written form b. Students write questions for answers provided by the teacher. c. Students arrange sentences into paragraphs
3	Expressing ideas in writing (God willing)	Students are asked to compose freely on a specified theme.

Students are conditioned to be active in following the learning stages. Student activeness in learning influences the skills they will master. If students are not actively involved in learning activities, their reading skills will not be developed optimally. Conversely, if students can actively participate in learning activities, they have the potential to master reading skills optimally. Students' reading skills can be developed by using the right techniques. Imam Asrori (2014: 152) stated that in developing Arabic writing skills, students can be directed to carry out several activities, namely: (1) reading, scanning, and skimming to get ideas; (2) reading texts repeatedly; (3) using various sources; and (4) creating structures or concept maps. By using these techniques, students are expected to be able to achieve the highest level of reading skills, namely being able to express written ideas according to the theme.

Teachers can ensure that the learning objectives of Kitabah are achieved by administering tests to students. These tests are carefully designed, taking into account indicators of learning objective achievement. In this case, the Kitabah skills tests include a sound-copying test, a test for answering questions based on a reading text, and a test for writing a free-form essay based on a teacher-determined theme.

4. CONCLUSION

As a conclusion to this paper, it is concluded that the purpose of learning the kitabah in Arabic language subjects is for students to be able to write texts in Arabic correctly while paying attention to linguistic elements. The learning activities refer to achievement indicators, namely,

(1) practice. copying the sounds of words, phrases and sentences; (2) practice answering questions according to the reading text and arrange them so that they become good paragraphs; and (3) practice expressing ideas or free composition using vocabulary according to the specified theme

Writing is a holistic language skill aimed at producing something called writing. There are at least three components included in the writing activity: 1) mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, phrasing, and so on. 2) mastery of the content of the essay according to the topic to be written. 3) mastery of the types of writing, namely, how to arrange the content of the writing using written language to form a desired composition.

Methodologically, in the learning process in this case learning writing skills (maharah al-kitabah), the first thing that must be understood is understanding the purpose of learning writing skills itself and then setting it as a target in learning, as well as the importance of knowing the principles of learning writing skills so as not to go outside the scope of discussion and evaluate it. What is no less important is knowing learning techniques, especially in learning writing skills, procedures, stages, and others, so that the learning process runs smoothly and easily for the learner so that the expected target can be achieved.

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