

Teachers' Strategies in Overcoming Difficulties in Writing Arabic for Grade VII MTsN 1 Students Makassar City

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INFORMASI ARTIKEL	ABSTRAK
Article History: Received: 19 Maret 2024 Revised: 05 April 2024 Accepted: 23 January 2026 Published: 31 January 2026 Kata Kunci: Strategi Guru; Maharah al-Kitabah; Menulis Bahasa Arab, Imla' MTsN 1 Kota Makassar.	Sebagai pendidik, guru bahasa Arab memiliki peran strategis dalam membantu peserta didik mengatasi kesulitan menulis bahasa Arab (maharah al-kitabah), khususnya di MTsN 1 Kota Makassar kelas VII. Berbagai kesulitan menulis muncul karena rendahnya penguasaan huruf hijaiyah, perbedaan sistem tulisan dengan bahasa Indonesia, dan kurangnya variasi metode pembelajaran serta latar belakang peserta didik yang umumnya tidak memiliki dasar bahasa Arab. Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengatasi kesulitan menulis bahasa Arab dan mengidentifikasi faktor-faktor penyebabnya pada peserta didik kelas VII MTsN 1 Kota Makassar. Penelitian menggunakan metode kualitatif deskriptif dengan pendekatan fenomenologis, melalui observasi, wawancara dengan guru dan siswa, serta studi dokumentasi terhadap perangkat pembelajaran dan hasil evaluasi menulis siswa. Hasil penelitian menunjukkan bahwa guru menerapkan strategi imla', latihan menulis bertahap dari huruf hingga kalimat, pendampingan intensif, pemberian variasi kegiatan seperti permainan edukatif, serta motivasi dan pujian di akhir pembelajaran untuk membangun minat dan kepercayaan diri siswa. Strategi tersebut berkontribusi pada peningkatan motivasi dan kemampuan menulis bahasa Arab, meskipun masih diperlukan pengembangan strategi tambahan seperti guided composition agar pembelajaran maharah al-kitabah lebih bervariasi dan efektif.
Keywords: Teacher Strategies; Maharah al-Kitabah; Arabic writing; imla'; MTsN 1 Kota Makassar.	ABSTRACT As Arabic language educators, teachers play a strategic role in helping students overcome difficulties in writing Arabic (maharah al-kitabah), particularly among seventh-grade students at MTsN 1 Kota Makassar. Various writing difficulties arise due to limited mastery of hijaiyah letters, differences between the Arabic writing system and Indonesian, insufficient variation in teaching methods, and students' educational backgrounds that generally lack prior exposure to Arabic. This study aims to describe teachers' strategies in addressing difficulties in writing Arabic and to identify the contributing factors among seventh-grade students at MTsN 1 Kota Makassar. The research employs a descriptive qualitative method with a phenomenological approach, using observation, interviews with teachers and students, and documentation of teaching materials and students' writing assessment results. The findings indicate that teachers implement dictation (imla') strategies, gradual writing exercises from letters to sentences, intensive guidance, varied activities such as educational games, and motivational praise at the end of lessons to foster students' interest and self-confidence. These strategies contribute to improving students' motivation and Arabic writing skills, although additional strategies such as guided composition are still needed to make maharah al-kitabah instruction more varied and effective. This is an open access article under the CC-BY-SA license. 

1. Introduction

Education is a process that influences students to adapt as well as possible to their environment. Thus, this will cause changes in him that will allow him to function adequately in people's lives

(Lestari, 2022). There is no doubt that since the birth of man, educational efforts have been made, albeit in a simple way. Similarly, when they are hanging out or communicating with their environment, communicative language is indispensable.

As educators, teachers have a strategic role, especially in efforts to shape the nation's character through the development of the nation's personality and values. Teachers have an important role in the learning process. As technology develops in this modern era, the learning process is getting easier. However, it is undeniable that the role of a teacher is still dominant in the learning process. There are several functions of teachers that cannot be replaced by technology, such as the emotional relationship and interaction between teachers and students during the learning process. The role of a teacher cannot be completely eliminated as an educator and teacher for students. Therefore, as a teacher, you must be willing to provide interaction services to students. (Ansyah, S., Ritonga, M., & Alrasi, 2020)

Learning a foreign language for students in Indonesia is faced with quite many problems, such as learning Arabic; educators and students are faced with the difficulty of achieving the specified goals (Pakihun, M., Ritonga, M., & Bambang, 2021). Arabic, as part of the compulsory curriculum for every educational institution under the auspices of the Ministry of Religion, still faces various problems in its implementation. The complexity of these problems sometimes makes the subject something that students do not like. It is not uncommon for Arabic to be a subject that is feared by some students in schools and madrasas. The negative stigma of students towards Arabic is closely attached to some students who assume that Arabic is a difficult and boring subject (Arrochmah, 2024).

Language is a system of meaningful and articulated sound symbols (produced by speech tools) that are arbitrary and conventional in nature and are used as a means of communication by a group of people to give birth to feelings and thoughts (Hasbullah, 2020). Given the importance of language as a means of communication, the language learning process must also be directed to achieve communication skills, both verbally and in writing. Arabic is now an international language, so many sources of literature are written in Arabic. In Indonesia, Arabic is not only studied as a religious language, but Arabic is also studied to understand and interpret verses of the Qur'an and Hadith, as well as Arabic texts or literature in Arabic (Arsyad, 2019). Problems related to Arabic do not mean that Arabic is a foreign language for the Indonesian people that is difficult to learn. Basically, students who have a strong willingness to learn Arabic are needed so they can achieve good results as expected.

Judging from the dimension of Arabic language proficiency, writing is a more complex activity than other language activities. Because it requires a lot of skills to organize and structure ideas consistently and reasonably, as well as the ability to present writing in a variety of ways. Different written language and writing rules. Along with its complexity, the problem of writing in Arabic has inspired many academics to look for alternatives through various research. Mufidah and her friends conducted a study related to kitabah learning by utilizing digital products. From the results of their research, it is known that the use of digital products such as Mendeley, Zotero, and EndNote can help students write articles well. Other research also shows that the application of guided composition strategies is effective in developing students' maharah al-kitabah (Aulia et al., 2024), while the problems of hijaiyah dictation and writing in beginner students require a gradual approach from letter recognition to practice writing simple sentences (Rosyad, 2024).

The selection of learning strategies is inseparable from the curriculum used and the characteristics of the students. Student characteristics are mainly related to initial experience, knowledge, interests, learning styles, and student development. Learning strategies can also be classified based on the way teachers communicate with students, namely face-to-face strategies and distance learning strategies (Sani, 2019). Each learning strategy has different strengths and weaknesses. A certain learning strategy is not necessarily appropriate to achieve other learning objectives. Therefore, it cannot be said that there is one learning strategy that is the best among the others. A learning strategy is considered good and appropriate if it can facilitate the achievement of

learning objectives. This is a dynamic learning strategy. Therefore, choosing the right learning strategy is very urgent and fundamental for all educators, in the sense that every educator must be able to find and choose the most suitable strategy for learning.

2. Research Methods

In this study, the type of research used is a descriptive qualitative method with a phenomenological approach, which is research based on subjective or phenomenological experiences experienced by individuals. Through a phenomenological approach, it is possible to describe and explore data scientifically, in-depth, and comprehensively regarding "Teachers' Strategies in Overcoming Difficulties in Writing Arabic (*Maharah Al-Kitabah*) for Grade VII MTsN 1 Makassar City Students". This research will be carried out at MTsN 1 Makassar City class VII. Jl A.P. Petterani No.1A, Mannuruki Kec. The research subjects or respondents are the parties who are used as samples in a research. The role of the research subject is to provide feedback and information related to the data needed by the researcher, as well as provide input to the researcher, both directly and indirectly. The main subjects in this study are: (1) Arabic teacher MTsN 1 Makassar City, (2) grade VII students MTsN 1 Makassar City.

Data collection methods are techniques or ways that can be used by researchers to collect data. The data collection method is independent of the data analysis method and can be the main tool in data analysis methods and techniques. The data collected in the study will be used to test hypotheses or answer questions on the formulation of the problem and will then be used as a basis for making conclusions or decisions. The researcher observed what strategies teachers used to overcome student learning saturation, especially in Arabic subjects, as well as the learning methods used. Interviews can be interpreted as a technique of collecting data face-to-face or through certain media channels using spoken language. This interview aims to explore the strategies used by Arabic teachers in overcoming students' difficulties in writing Arabic. Documentation is a tool that helps researchers collect research data related to a problem. In applying this approach, the researcher investigated the teacher's notes in the form of a syllabus and student evaluation results to overcome students' learning saturation in semesters one and two.

Data analysis is an effort to systematically search and organize records of observations, interviews, and others to improve research understanding of the case being studied and present it as findings for others. After the data is collected, the data is then analyzed using qualitative analysis. Analytical techniques in qualitative research are directed to answer the formulation of the problem that has been made using the following steps: In this study, the author reduced the data obtained through interviews and observations. Based on this data, the researcher selected the data obtained according to the focus of the research. The data related to the three research focuses were then analyzed and explained in full according to the facts in the field.

In this study, the data obtained was in the form of a textual description that was narrative in accordance with the characteristics and patterns of this research, namely qualitative research. With this data presentation, it will be easier to understand what is happening, so it will be easier to determine and plan the next work based on what has been understood. After the research stage is completed, the results of the research are slowly collected and converted into written form. So that later the teacher's strategy in managing the classroom will be studied to improve the quality of learning to write the Qur'an in students.

3. Results and Discussion

3.1. Teachers' Strategies in Overcoming Difficulties in Writing Arabic for Students

Teachers' strategies are very important in carrying out the learning process to achieve predetermined learning goals. A teacher must know all learning strategies, although not all

of them will be implemented and aligned with the goals to be achieved. However, a teacher also needs to use more than one strategy to make learning more effective.

The strategy applied by Arabic teachers in carrying out Arabic learning is the imla' strategy. The strategy used in MTsN 1 Makassar City students in grade VII is the imla' strategy, where students have been trained to listen and then rewrite. The strategy he carried out was the basic basics in Arabic, such as speech, and following what the teacher had said. When the student (i) understands, the teacher will step into the book, where the student is able to write down what has been said, both from word to sentence. This strategy is used so that students do not feel overwhelmed during writing practice. The imla' strategy is in line with the findings of Guci (2024) and Febriyanti (2024) which show that structured writing exercises, from the stage of letter recognition to effective sentence composition, increase students' maharah al-kitabah.

A teacher must be flexible in teaching and pay attention to the different conditions and characteristics of students, because there are still some students who do not understand because the learning that is explained/given is too short. And according to students, the lack of learning variety also sometimes makes them feel bored.

The strategy of Arabic teachers in overcoming difficulties in writing Arabic is the imla' strategy. In this strategy, students are trained to write what they hear, starting from words, two words, to sentences, and so on to paragraphs.

Then, the strategy used by Arabic teachers, namely at the beginning of students entering MTsN 1 Makassar City, is to improve their speech by following what has been conveyed by the teacher. After they understand and master the way it is pronounced, they can only step into the book, because what they say must be able to be written in sentences correctly.

The strategy applied by Arabic teachers for grade VII MTsN 1 Makassar City students is considered imperfect, because there are still some students who have difficulty writing Arabic (Maharah Al-Kitabah). So the researcher provides several solutions in the form of strategies that should be applied by teachers so that Arabic learning is more varied, such as the guided composition strategy (Aulia et al., 2024)

3.2. Factors Causing Difficulties in Writing Arabic for Students

There are several factors that cause difficulties for students of grade VII MTsN 1 Makassar City in writing Arabic. Based on initial observations made by researchers, the factor causing language writing difficulties is that most students, especially grade VII at MTsN 1 Makassar City, seem less interested and tend to be less active. This is aimed at the lack of enthusiasm of students during the lesson, because there are some students who do not like Arabic lessons, are constrained in writing Arabic, and lack of variety of methods used by teachers in the teaching and learning process. This is because the majority of students from public schools do not get Arabic lessons. These findings are in line with research showing that non-madrasah students or graduate students tend to experience greater difficulties in learning Arabic compared to madrasah graduates (Tungkagi et al., 2022), as well as learning saturation that arises due to a lack of variety in teaching strategies (Idrisa & Wakka, 2023).

The factor of difficulty learning Arabic in Mrs. Musiratia was found that the difficulty factor was that most of the students graduated from elementary school who could be said to be not required to know how to write Arabic. In addition, it was also found that there is a lack of awareness of parents who do not attach importance to Arabic, such as in English, which is an international language so that most parents only focus on educating their children in English. So that many students of grade VII at MTsN 1 Makassar do not have the basics of writing in Arabic.

The main factor in students(i) difficulty writing is Arabic letters which are different from other letters such as Indonesian and English, which absolutely use alphabetic letters from A-Z, so it is very easy to form meaningful words or sentences. In contrast to Arabic, each letter has its own character that, when we listen to it and call it, if we misunderstand it, will have an impact on writing later on. For example, شكرًا, when they understand, they use the letter ش instead of ص. So, the level of difficulty depends on when we listen and mention; we must also understand, because each letter of Arabic has a level of difficulty that depends on the structure that exists in Arabic.

The solution in overcoming the difficulty of writing Arabic in students of MTsN 1 Makassar grade VII is to depart from the basics that introduce the letters, the mention of the letters in order to familiarize the student (i) with the letters in Arabic. In Arabic lessons, it is still required to write, unlike other lessons that can be done through technology such as mobile phones or laptops. The goal is for them to really understand the Arabic letter form correctly and not misunderstand it. Where also found Arabic teachers who sometimes still write on the board so that students (i) see how to write Arabic. This is done to attract students' interest in writing Arabic.

The factor that becomes a difficulty in writing Arabic so that teachers are actively fighting and more in the learning process so that grade VII students have more intention in learning Arabic and provide variety in learning strategies that can attract the interest of grade VII students and provide motivation to grade VII students at the end of every lesson hour, Playing games that are educational to drive away the boredom experienced by students when attending lessons gives attention in the form of praise, this is useful so that the spirit of grade VII students is reawakened. By giving attention or praise, students will feel that their hard work in learning is appreciated.

4. Conclusion

Based on the results of the research, it can be concluded that teachers' strategies in overcoming difficulties in writing Arabic (maharah al-kitabah) in grade VII MTsN 1 Makassar City students contribute to increasing students' learning motivation in the process of learning Arabic writing. The strategies applied by teachers through giving direction, writing exercises, mentoring, and reinforcement during learning show that teachers' attention affects students' enthusiasm to be more active and confident in writing. Thus, the success of maharah al-kitabah learning is not only determined by the method used, but also by the teacher's ability to build motivation, create a supportive learning atmosphere, and adjust learning to the needs of students.

In addition, the difficulty of writing Arabic is also influenced by the low mastery of mufradat, the lack of students' understanding of the form and connection of hijaiyah letters, and the limited writing practice that is carried out continuously in the learning process. In overcoming these difficulties, teachers not only apply the imla' strategy, but also provide guidance, gradual exercises, corrections for students' mistakes in writing, and motivation so that students are more active and not afraid when writing Arabic. Thus, teachers' strategies that are carried out in a directed and continuous manner can help students reduce writing difficulties and improve their ability in maharah al-kitabah.

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