

Strengthening Arabic Writing Skills for Elementary School Students in the Digital Era: Synergy of Tradition and Technology

Syaprida¹, Yolanda Lupita Sary², Dien Nurmarina Malik Fadjar³
Master of Elementary Education, Universitas Muhammadiyah Jakarta

ArticleInfo

Keywords:

Writing Arabic

Elementary School Students

Digital Learning

ABSTRACT

Arabic writing skills (maharah al-kitabah) are one of the basic skills in learning Arabic that are important to be taught since elementary school. However, the challenges of learning Arabic writing in the digital era require an adaptive and creative approach. This article is a literature review study that aims to analyse strategies for strengthening Arabic writing skills through synergy between traditional methods and digital technology. By reviewing a number of literature from accredited national journals and the latest research results, this paper shows that the use of methods such as Imla', strip story media, and technology-based educational games can significantly increase student participation and understanding. It is concluded that the integration of conventional approaches and digital innovation in a balanced manner can create an effective and enjoyable Arabic writing learning process at the elementary level.

This is an open access article under the [CCBY-SA](#) license.



Corresponding Author:

Syaprida
Magister Pendidikan Dasar, Universitas Muhammadiyah Jakarta
Email: syapridasyaprida1@gmail.com

1. INTRODUCTION

Arabic is a very important language in the world of Islamic education. This language is not only used as a means of communication in religious activities, but also as the main language in understanding the sources of Islamic teachings, such as the Qur'an, Hadith, fiqh, and other classical Islamic literature. Therefore, learning Arabic is not only complementary, but also becomes the main component in the Islamic education system at various levels, from kindergarten to college.

One of the basic skills that must be mastered in learning Arabic is writing skills (maharah al-kitabah). [1] This skill is very crucial because writing is a productive activity that integrates an understanding of the letter system, word structure, grammatical rules (nahwu and sharaf), and sentence structure. [2] At the elementary school level, learning to write Arabic is a challenge in itself because students are still in the phase of fine motor development, basic cognitive abilities, and initial introduction to non-Latin language structures.

According to Abd al-Sabur Shahin, writing in Arabic is different from writing in other languages because it involves the unique characteristics of Arabic letters that change shape depending on their position in the word. [3] In addition, Arabic writing skills also involve understanding the rules of letter combination, punctuation positions (harakat), and tashrif rules or word conjugation. Therefore, the ability to write Arabic requires structured and continuous practice from an early age.

This is also emphasised by Harun Rasyid in his book *Didaktika Bahasa Arab*, which states that maharah al-kitabah is a complex skill that must be instilled gradually. [4] The initial stage can be done through the imla' (dictation) method, either by copying (imla' naqli) or listening and writing (imla' manqul), then continued with independent

writing exercises in the form of simple sentences and paragraphs.

However, the reality in the field shows that the Arabic writing skills of elementary school students in Indonesia are still relatively low, both in terms of writing form, letter arrangement, and sentence structure. On the other hand, there is a significant difference between the learning methods used by teachers, where most still rely on conventional approaches such as dictation, while students currently live in the midst of a digital ecosystem that demands a more interactive and contextual learning approach. This creates a gap between the characteristics of students and the teaching approach used.

Another challenge that is no less significant is the change in student learning patterns due to the development of digital technology. In today's digital era, children have been accustomed to using gadgets since an early age. They are more interested in interactive visual content than conventional text. Their interaction patterns with learning media have also changed, from linear to non-linear, from passive to active, and from text to multimedia.

This digital transformation forces the world of education to adapt the curriculum, teaching methods, and learning interaction models. Teachers are required not only to be material deliverers, but also facilitators who are able to integrate technology into the teaching and learning process. Arabic language learning is also not exempt from this demand. This includes Arabic writing skills, which must also be developed by utilising technology.

One study that shows the importance of this adaptation is a study conducted by Sitta Latifah Khoerunnisa et al., who developed the Scattergories Game method as a learning medium for Arabic writing at the Madrasah Tsanawiyah level. The results of her study showed that the use of Arabic-based educational games was able to significantly increase student participation and learning outcome scores. In the study, the experimental class that used the game method experienced an increase in post-test scores to an average of 78.41, while the control class that used the conventional method only obtained an average of 71.62.[5]

This finding strengthens the argument that technology not only functions as a tool, but also as an innovative means to improve the quality and attractiveness of Arabic writing learning. Media such as digital Arabic writing applications, video tutorials, interactive quizzes, and e-learning platforms can be used to enrich students' learning experiences. However, it should be noted that technology is not a total replacement for traditional methods. Instead of replacing, technology should synergise with conventional approaches that have been proven effective in the local context.

For example, research conducted by Hasnah Faizah AR, et al. at SD Negeri 001 Buluh Cina showed that students' Arabic-Malay writing skills can still develop well through a traditional approach. The average writing ability of students in the study reached a score of 8.12, which is included in the high category. However, the study also noted that the use of technology in writing learning is not optimal. This opens up opportunities to improve the learning process through an integrative approach between old methods and new technologies. [6]

This integrative approach is also the focus of research by Syaifullah et al., who explored PAUD teacher training through the Asset-Based Community Development (ABCD) and Participatory Action Research (PAR) approaches. The training succeeded in increasing teachers' Arabic writing skills by 50% and increasing the use of interactive teaching methods by 80%. This proves that strengthening Arabic writing skills is not limited only to students but must also include increasing teacher capacity through training that is adaptive to technological developments. [2]

Furthermore, Rizka Eliyana Maslihah researched the effectiveness of strip story media in Imla' learning for students of Madrasah Ibtidaiyah. The results of her research showed that the use of narrative visual media such as strip stories was able to overcome students' difficulties in composing letters, distinguishing between connected and separated letters, and arranging words into sentences. This media also increased classroom interaction and made the learning atmosphere more enjoyable. From these findings, it can be concluded that the synergy between visual methods and narrative approaches can be used as an alternative for more communicative Arabic writing learning. [3]

In addition to the technical side of learning, student motivation factors also play an important role in the success of Arabic writing learning. Research by Abdul Rahmat et al. at SMP Pondok Modern Mahyajatul Qurra' identified that internal factors such as interest and motivation had the greatest influence on students' success in writing Arabic letters (imla'). This indicates that learning that is enjoyable, varied, and relevant to the world of children is needed to maintain students' enthusiasm for learning. [7]

Several previous studies have discussed the effectiveness of traditional and digital methods separately, such as the success of story strips and dictations in forming the foundation of Arabic writing, or increasing student motivation through digital media such as educational games and Arabic writing applications. However, there have not been many studies that specifically examine the integration of traditional and digital approaches in the context of learning Arabic writing at the elementary level, especially in responding to the challenges of the digital era while maintaining the pedagogical strength of classical methods.

Therefore, this study is important to analyse how the synergy between traditional methods and digital approaches can form a more holistic, adaptive, and effective Arabic writing learning strategy, especially for elementary school students. This article presents a literature review of various Arabic writing learning strategies that combine traditional approaches and digital technology, with the aim of identifying best practices that can be applied in the context of elementary education in the era of digital transformation.

The synergy between tradition and technology is also in line with the concept of 21st-century education that emphasises 4C skills (Critical Thinking, Creativity, Communication, Collaboration). In the context of learning Arabic writing, the use of traditional methods such as dictation and ta'bir can train students' accuracy and thinking structure, while technological approaches such as educational games and interactive applications can train creativity and collaboration.

Therefore, this article aims to examine various strategies and good practices of Arabic writing learning that have been developed by researchers and education practitioners in Indonesia. This study will highlight how traditional approaches such as dictation, the use of visual media, and narrative writing can be combined with the use of technology such as learning applications, digital games, and interactive videos in order to strengthen elementary school students' Arabic writing skills.

It is hoped that the results of this literature review can be a theoretical and practical contribution for teachers, curriculum developers, and educational institutions in developing more effective and contextual Arabic writing learning strategies in the digital era. Thus, Arabic language learning is not only relevant to the development of the times, but also remains rooted in authentic Islamic educational values.

2. METHOD

This article is written using a literature review method (library research), which is a research method carried out through searching, reading, and analysing various library sources or written documents that are relevant to the topic being studied. [8] This method was chosen because the main focus of this article is to compile and synthesise various previous scientific findings regarding strengthening Arabic writing skills (maharah al-kitabah) at the elementary school level, especially in the context of the development of digital technology and its integration with traditional approaches. The approach used is descriptive-analytical, namely by describing the data obtained systematically, then analysing it to identify patterns, tendencies, similarities, and differences from various sources that have been studied. [9] This analysis is not only in the form of informative data presentation, but also accompanied by critical interpretation to produce an in-depth scientific synthesis. The data in this article were collected from 20 national scientific articles published in SINTA-accredited journals, national seminar proceedings, and relevant community service journals. Inclusion criteria included: (1) articles in Indonesian, (2) focused on Arabic writing learning at the elementary level (SD/MI/MTs), (3) published within the last five years (2020–2025), and (4) available in open access. Meanwhile, articles that focused on secondary or higher education, or that discussed aspects of Arabic other than writing skills, were excluded from the analysis. Articles were obtained through searches on academic search engines such as Google Scholar, Garuda, and SINTA using the keywords "basic student Arabic writing", "digital book reading", "imla' in elementary schools", and "Arabic learning media". The data analysis approach used was thematic analysis, with steps including: (1) reading the entire article to understand the context and objectives, (2) coding the main themes such as learning methods, media, evaluation results, and the influence of technology use, (3) grouping data into major themes such as traditional methods, digital, and synergy between the two, then (4) interpreting and synthesizing based on recurring and significant findings. The analysis was conducted qualitatively by identifying patterns of relationships between findings and comparing the effectiveness of various approaches to learning Arabic writing in the context of primary education. This approach was chosen not only to summarise existing findings, but also to identify gaps in Arabic writing learning practices that may not have been widely explored. The author did not use a quantitative meta-analysis approach because this article does not aim to measure the effectiveness of variables statistically, but rather to explore in depth how traditional approaches can be combined with digital innovation in improving Arabic writing skills. With this method, the article is expected to provide significant contributions both conceptually and practically in the field of Arabic language learning. In addition, this study is expected to provide useful insights for teachers, education practitioners, and policy makers in designing Arabic writing learning strategies that are responsive to the needs of students in the digital era, without ignoring the pedagogical values that have long been established in Islamic education.

3. RESULTS AND DISCUSSION

3.1 Traditional Methods: An Irreplaceable Foundation

Traditional methods such as imla' (copying and dictating) are still the main approach in learning Arabic writing at the elementary school level. The results of a study by Abdul Rahmat et al. (2021) at SMP Pondok Modern Mahyajatul Qurra' showed that out of 17 students in class VIII A, nine students (52.9%) had Arabic writing skills (imla') in the very high category [7]. This success cannot be separated from the intensive training system that includes getting used to writing letters, periodic dictation, and direct correction by the teacher. This shows that the IMLA method is very effective in building writing accuracy and understanding of basic Arabic morphology.

Another traditional approach that has proven effective is the use of visual media such as strip stories. Rizka Eliyana Maslihah (2023) in her study at MI under the auspices of IAIN Ponorogo found that the use of illustrated story media helped students understand the arrangement of Arabic letters and correct errors in writing connected letters [3]. He noted that after several meetings with the media, students showed an increase in their ability to construct simple sentences

independently. Data from observations showed an increase in class participation of up to 85% during the learning process using strip stories compared to the usual lecture method. In other words, visual media is able to present a fun and contextual learning atmosphere, which is very much needed at the elementary school level. The success of this method cannot be separated from the fact that at elementary school age, children have a strong tendency to learn through concrete and visual activities. Therefore, the presentation of material that is not only verbal but also visual is very effective in supporting the mastery of the *maharah al-kitabah*. Thus, although traditional methods such as *imla'* are considered conventional, in fact, they are still very relevant, especially if enriched with a visual or narrative approach that is contextual to the world of children.

3.2 Digital Approach: Increasing Attraction and Interactivity

The development of digital technology has brought significant changes to the world of education, including in Arabic language learning. In an era where students grow as digital-natives, the use of technology in the learning process is not only a complement, but has become part of the pedagogical needs that must be answered by teachers. Several recent studies have shown that the integration of digital technology into Arabic writing learning can significantly increase student interest, participation, and learning outcomes.

Research conducted by Sitta Latifah Khoerunnisa et al. (2025) in their research at MTs Ma'arif Tieng proved the effectiveness of the Scattergories Game method, a game based on Arabic vocabulary categories [5]. The experimental class using this method ($n = 34$) obtained an average posttest score of 78.41 with an N-Gain of 0.427 (moderate category), while the control class ($n = 37$) only obtained an average of 71.62 with an N-Gain of 0.322. In addition to improving scores, students also showed greater enthusiasm in arranging Arabic words according to categories, which resulted in increased mastery of vocabulary and sentence structure. The game was not only fun, but also encouraged students to think creatively, expand their vocabulary, and practice writing skills in a positive, competitive atmosphere.

The digital approach also has a significant impact on teacher competence. Research by Syaifullah et al. (2023) showed that online Arabic writing training for PAUD teachers through the ABCD and PAR approaches was able to increase writing skills by up to 50%, engagement in learning by 250%, and the use of interactive teaching methods by up to 80% [2]. The training integrated Arabic writing applications, video tutorials, and virtual discussion forums, which enriched teachers' understanding of technology-based learning approaches.

These findings provide an illustration that the digital approach is not just about inserting devices or applications into the learning process, but involves a pedagogical transformation that prioritises interaction, creativity, and exploration. Arabic writing applications, video tutorials, digital whiteboards, and interactive quizzes are some examples of media that can be used effectively in writing learning. These media not only help teachers explain the material more interestingly, but also provide space for students to learn independently, anytime and anywhere.

Thus, the digital approach not only enriches the learning experience of students but also improves the overall quality of teaching. However, its weaknesses lie in its dependence on technological infrastructure and teacher readiness, as well as the potential for distraction from gadget use if not controlled properly.

3.3 Traditional and Technological Synergy: A Holistic Approach

In many elementary education contexts, the synergy between traditional methods and technological approaches has been proven to provide optimal results. This shows that the either-or approach is no longer relevant. What is needed now is a both-and approach, namely combining the strengths of tradition and the advantages of technology in an adaptive and inclusive learning framework.

Research by Hasnah Faizah AR, et al. (2023) at SD Negeri 001 Buluh Cina showed that students' Arabic-Malay writing skills achieved an average score of 8.12 or a high category, even though the learning methods used were still conventional [6]. This shows that traditional approaches such as dictation and copying exercises remain effective as a basic foundation in learning Arabic writing. However, taking into account developments in the era, these results can be further improved if the method is enriched with the use of technology that is in accordance with the characteristics of 21st-century students.

The synergy in question can be realized through the integration of the following elements: the use of notebooks as a medium for dictation practice combined with a digital Arabic writing application that provides automatic feedback; dictation exercises combined with interactive audio or learning videos that can be replayed; and vocabulary introduction is done through educational games based on quizzes or Arabic crosswords. In addition, students can be asked to create digital story strips, namely combining images, Arabic narratives, and their own voice recordings, thus combining writing, speaking, and digital literacy skills in one activity.

This collaboration of traditional methods and technology not only has an impact on improving learning outcomes but also forms students' mindsets that are more flexible, creative, and open to innovation. Learning that combines classical values such as patience, perseverance, and discipline in writing with an interactive and fun digital approach can create a complete and meaningful learning experience. Moreover, students are also trained to use technology wisely and productively, not only for entertainment, but also for self-development and academic skills.

This holistic approach can also answer the challenges of digital literacy, which are increasingly important in the global era. Technology-based Arabic writing learning provides students with the opportunity to access wider learning resources while also training critical thinking and problem-solving skills. Teachers are also required to be more creative

in designing learning that is balanced between the use of whiteboards and projectors, between textbooks and online applications, between memorisation and independent exploration.

The logic of synergy can be explained as follows: traditional methods provide structure, discipline, and systematic basic exercises, while the digital approach adds motivational elements, visualisation, and speed of feedback. By combining the two, students can enjoy a learning process that not only forms fine motor skills in writing Arabic letters but also helps them understand the context of meaning and enriches vocabulary digitally.

For example, teachers can start learning with a conventional dictation approach for 15 minutes, then continue with an interactive quiz based on an application such as Wordwall or Quizizz to evaluate students' understanding in real time. In addition, students can be given the task of creating a digital story strip, where they write a short Arabic narrative based on pictures, then voice it in the form of a video. This activity not only hones writing skills, but also integrates aspects of speaking (maharah al-kalam) and digital technology.

With this kind of synergy, learning becomes more diverse, relevant, and adaptive to the needs of 21st-century students. In addition to strengthening Arabic language mastery from an early age, this approach also encourages digital literacy, creativity, and collaborative skills needed in the world of future education.

4. CONCLUSION

Pembelajaran menulis bahasa Arab (maharah al-kitabah) pada siswa sekolah dasar merupakan aspek Pembelajaran menulis Arab (maharah al-kitabah) pada tingkat sekolah dasar merupakan aspek penting dalam pengembangan kompetensi bahasa Arab secara menyeluruh. Kajian ini menunjukkan bahwa metode tradisional seperti imla' dan media visual (misalnya strip story) tetap memiliki kekuatan dalam melatih ketelitian dan struktur tulisan siswa, terutama dalam membentuk dasar-dasar huruf dan penguasaan tata bahasa. Di sisi lain, pendekatan digital seperti game edukatif, aplikasi interaktif, dan pelatihan daring terbukti mampu meningkatkan motivasi, keterlibatan, dan fleksibilitas dalam pembelajaran, baik bagi siswa maupun guru.

Yang paling menonjol dari temuan ini adalah bahwa sinergi antara pendekatan tradisional dan teknologi digital menghasilkan pembelajaran yang lebih efektif, menyenangkan, dan kontekstual. Integrasi ini memungkinkan siswa tidak hanya menulis huruf dengan benar, tetapi juga memahami makna, struktur, dan konteks penggunaan bahasa Arab dalam kehidupan modern. Oleh karena itu, hasil kajian ini dapat menjadi dasar pengembangan kurikulum pembelajaran menulis Arab yang adaptif, yakni berbasis teknologi namun tetap berakar pada tradisi pedagogis yang telah terbukti efektif.

Implikasi praktis dari kajian ini ditujukan kepada guru, pengembang kurikulum, dan penyedia media pembelajaran. Guru diharapkan mampu merancang strategi pembelajaran yang menggabungkan kekuatan metode konvensional dan inovasi digital sesuai kebutuhan dan karakter siswa. Pengembang kurikulum perlu mempertimbangkan pembelajaran menulis Arab sebagai bagian integral dalam program literasi digital di sekolah dasar. Sementara itu, pengembang media dapat mengadaptasi pendekatan-pendekatan tradisional ke dalam bentuk aplikasi edukatif, animasi, atau platform interaktif yang menarik dan mudah digunakan.

Untuk penelitian selanjutnya, disarankan dilakukan studi eksperimen atau tindakan kelas (PTK) untuk menguji efektivitas model pembelajaran gabungan ini secara empiris. Penelitian lanjutan juga dapat menggali persepsi siswa dan guru terhadap integrasi metode tradisional dan digital, serta pengembangan alat evaluasi keterampilan menulis Arab berbasis digital yang valid dan reliabel.

5. ACKNOWLEDGEMENTS

Penulis mengucapkan terima kasih yang sebesar-besarnya kepada semua pihak yang telah memberikan dukungan dalam penyusunan artikel ini. Ucapan terima kasih khusus disampaikan kepada para penulis dan peneliti yang karya-karyanya telah menjadi referensi penting dalam kajian ini, yang memberikan wawasan dan kontribusi ilmiah yang signifikan dalam penguatan keterampilan menulis bahasa Arab di tingkat sekolah dasar.

Apresiasi juga ditujukan kepada lembaga pendidikan dan pengelola jurnal tempat artikel ini akan diterbitkan atas kesempatan dan ruang ilmiah yang diberikan. Tidak lupa, penulis juga berterima kasih kepada rekan-rekan akademisi, dosen, dan guru bahasa Arab yang terus berinovasi dan berbagi pengalaman praktik pembelajaran, baik melalui forum ilmiah maupun media digital.

REFERENCES

- [1] M. Munawarah dan Z. Zulkifli, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) dalam Bahasa Arab," *Loghat Arab. J. Bhs. Arab dan Pendidik. Bhs. Arab*, vol. 1, no. 2, hal. 22, 2021, doi: 10.36915/la.v1i2.15.
- [2] S. Syaifullah, A. Ghofur, S. A. A. Rauf, K. Khairiyah, dan A. Faishol, "Optimalisasi Kemampuan Menulis Arab: Peningkatan Keterampilan Mengajar melalui Pelatihan Menulis Cepat bagi Pendidik PAUD Imtiyaz," *Dedik. J. Pengabd. Masy.*, vol. 5, no. 2, hal. 142–151, 2023.
- [3] R. E. Maslihah, "Optimalisasi Keterampilan Menulis Arab Siswa Mi Menggunakan Media Strip Story," *Ibriez J. Kependidikan Dasar Islam Berbas. Sains*, vol. 8, no. 1, hal. 35–46, 2023, doi: 10.21154/ibriez.v8i1.360.
- [4] Khalib Gadafi, Afdhal Surya Hamid, Wandu Wandu, Ahmad Sabri, dan Rully Hidayatullah, "Pemikiran Harun

- Ar-Rasyid tentang Pendidikan Islam dan Relevansinya dengan Pendidikan Islam Kontemporer,” *Morfol. J. Ilmu Pendidikan, Bahasa, Sastra dan Budaya*, vol. 2, no. 3, hal. 01–10, 2024, doi: 10.61132/morfologi.v2i3.586.
- [5] S. L. Khoerunnisa, “Dari Permainan ke Pembelajaran : Meningkatkan Kemampuan Menulis Bahasa Arab melalui Scattergories Game,” *J. Ilm. Multidisiplin*, vol. 2, no. 6, hal. 594–602, 2025.
- [6] Hasnah Faizah AR, Elza Adila Fitri, Hanna Maria Manalu, dan Annisa Azzahra, “Kemampuan Menulis Arab Melayu Siswa Kelas Vi SD Negeri 001 Buluh Cina,” *PUSTAKA J. Bhs. dan Pendidik.*, vol. 3, no. 1, hal. 62–72, 2022, doi: 10.56910/pustaka.v3i1.291.
- [7] A. Rahmat, M. Mannahali, dan S. N. Latuconsin, “Keterampilan Menulis Bahasa Arab (Imla’) Siswa Sekolah Menengah Pertama Pondok Modern Mahyajatul Qurra’ Di Kabupaten Takalar,” *Pinisi J. Educ.*, vol. 1, no. 2, hal. 286–292, 2021, [Daring]. Tersedia pada: <https://ojs.unm.ac.id/PJE/article/view/26052>
- [8] S. M. dkk Pinton, *Metodologi Penelitian Kuantitatif, Kualitatif, Dan Penelitian Tindakan Kelas Dalam Pendidikan*, vol. 11, no. 1. Malang: Insight Mediatama, 2022. [Daring]. Tersedia pada: http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- [9] L. J. Moleong, *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2021.