

Learning Arabic for Writing Skills (Maharah Kitabah) Based on Student-Centered Learning (SCL)

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ABSTRACT

Learning maharah kitābah (writing skills) in Arabic in higher education demands a paradigm shift from lecture patterns to Student-Centered Learning (SCL). This shift is necessary because the complexity of Arabic writing—including aspects of orthography, nahwu-sharf structure, cohesion, and coherence of discourse—cannot be developed through mechanical practice alone, but requires a collaborative, reflective, and project-based learning experience. This article examines five main models of SCL and their relevance to improving Arabic writing skills, namely: Collaborative Learning, Project-Based Learning (PjBL), Problem-Based Learning (PBL), Active Learning, and Reflective Learning and Self-Regulated Learning. Each approach is analyzed in terms of characteristics, stages of implementation, and its impact on improving the quality of student writing. The results of the study showed that SCL was able to improve linguistic accuracy, writing fluency, critical thinking skills, learning independence, and student motivation. In addition, the integration of authentic rubrics, peer feedback, technological media, and gradual writing practices (draft, revision, publication) strengthens the process of acquiring writing competencies in a more in-depth manner. These findings confirm that SCL is not just a method, but a learning ecosystem design that encourages students to become active, creative, and reflective writers. Thus, SCL is a strategic approach to improve the quality of learning maharah kitābah in higher education.

Keywords: 1; Arabic 2; Skills 3; Writing 4; SCL

مستخلص البحث

تعليم مهارة الكتابة باللغة العربية في التعليم العالي تحولاً جذرياً من أنماط المحاضرات إلى التعلم المتمركز حول الطالب (SCL). يُعد هذا التحول ضرورياً لأن تعقيد الكتابة العربية - بما في ذلك جوانب الإملاء وبنية النحو والصرف والترابط وتماسك الخطاب - لا يمكن تطويره من خلال الممارسة الآلية وحدها، بل يتطلب تجربة تعلم تعاونية وتأملية وقائمة على المشاريع. تتناول هذه المقالة خمسة نماذج رئيسية للتعلم المتمركز حول الطالب وأهميتها في تحسين مهارات الكتابة العربية، وهي: التعلم التعاوني، والتعلم القائم على المشاريع (PjBL)، والتعلم القائم على حل المشكلات (PBL)، والتعلم النشط، والتعلم التأملي والتعلم الذاتي التنظيم. يُحلل كل نهج من حيث خصائصه ومراحل تطبيقه وأثره على تحسين جودة كتابة الطلاب. أظهرت نتائج الدراسة أن التعلم المتمركز حول الطالب كان قادراً على تحسين الدقة اللغوية، وطلاقة الكتابة، ومهارات التفكير النقدي، واستقلالية التعلم، وتحفيز الطلاب. علاوةً على ذلك، يُعزز دمج معايير التقييم الأصيلة، وملاحظات الأقران، والوسائط التكنولوجية، وممارسات الكتابة التدريجية (المسودة، والمراجعة، والنشر) عملية اكتساب كفاءات الكتابة بشكل أكثر تعمقاً. تؤكد هذه النتائج أن SCL ليس مجرد أسلوب، بل هو تصميم لبيئة تعليمية تُشجع

الطلاب على أن يصبحوا كُتَّابًا فاعلين ومبدعين ومتأملين. وبالتالي، يُعد SCL نهجًا استراتيجيًا لتحسين جودة تعلم مهارات الكتابة في التعليم العالي.

١: العربية ٢: المهارة ٣: الكتابة ٤: SCL

كلمات أساسية

Introduction

The learning of maharah kitābah (writing skills) in Arabic in higher education now demands a shift. The shift that is forced is: from the lecture pattern to Student-Centered Learning (SCL). The goal is for students to play the role of designers, implementers, and assessors of their own writing process. The typical challenges of Arabic writing, ranging from orthography (harakat, morpheme density) to structural (tarkīb, i'rāb) and discourse coherence, require an authentic, collaborative, and reflective learning experience, not just copying exercises. Recent research indicates that project-based assignment design and task differentiation can enhance assessment readiness and the breadth of evidence of Arabic writing performance, as students develop drafts, revise, and publish works in meaningful contexts. For example, in the literacy project, the concept of "linguistic landscape" (Muslimah, 2024) is explored. The findings corroborate that SCL, implemented through Project-Based Learning (PjBL), transparent rubrics, and peer feedback, improves participation, draft quality, and language accuracy compared to traditional teacher-centered patterns (Salsabila & Baroroh, 2024).

In terms of classroom strategy, several studies have highlighted the three main levers of SCL for kitābah. First, metacognitive strategies (planning–monitoring–evaluation) that are integrated with the process writing stages encourage self-regulation of novice writers and increase the quality of revision (Zubaidi, 2025). Second, peer feedback and/or rubric-based guidance expand the circle of evaluation, foster accountability, and shift the locus of control from lecturers to students (Kafi, 2024). Third, learning media and technology, such as Word Square and AI platforms as pre-writing assistants, enrich vocabulary, reduce affective barriers, and stimulate the exploration of ideas—as long as the use of technology is curated at the pre-writing/drafting stages and still prioritizes authentic assessments (Soleha, 2024). Overall, the evidence suggests that SCL is not just a technique, but a design for an Arabic writing learning ecosystem that combines contextual projects, tiered formative evaluations, and metacognitive reflections to produce written products that are both accurate and communicative (Kafi, 2024).

Various Types Of SCL

SCL-based learning places students as the center of learning activities (learning agents), while the role of teachers shifts to facilitators and supervisors. This concept aligns with the theory of social constructivism, which posits that learning occurs when participants actively construct meaning through interaction with their environment and others. In practice, SCL involves strategies such as collaborative learning, projects, guided discussions, self-reflection, and problem-based learning designed to help students determine their direction, methods, and

learning outcomes. This shift is crucial for learning to be more meaningful, relevant, and to develop 21st-century skills such as critical thinking, collaboration, and metacognition. Here are some typical methods that fall within the framework of SCL, each with a different character and stage. The details of the explanation are as follows.

1. Collaborative Learning

In this method, students work in small groups to complete assignments, solve problems, or create products together. Teachers design activities that support interaction between students, division of tasks, and shared responsibilities. This method improves social interaction, peer responsibility, and active student engagement (Jacobs, Renandya, & Power, 2016).

Collaborative Learning is a learning approach that emphasizes cooperation between students in small groups to achieve shared learning goals. In this model, students actively share ideas, discuss, and help each other to understand the subject matter, rather than just receiving knowledge from the lecturer. The role of the teacher shifts from "conveyor of information" to facilitator who designs collaborative learning situations, monitors group dynamics, and provides reflective feedback (Laal & Ghodsi, 2012).

Collaborative learning is based on Vygotsky's theory of social constructivism, which states that knowledge is built through social interaction. The learning process occurs when participants exchange views, solve problems, and agree on a mutual understanding. In the context of higher education, this approach has been demonstrated to enhance critical thinking, communication, and social empathy skills, as students learn not only from lecturers but also from their fellow students (Barkley, Major, & Cross, 2014).

2. Project-Based Learning (PjBL)

PjBL requires students to work on a medium- or long-term project that is relevant to the real world or contextual, after which they present the results. In the context of SCL, students choose a part of the theme or project method, work independently or in groups, reflect and revise, and produce products (reports, presentations, media). It encourages planning, collaboration, creativity, and metacognition skills (Hoidn & Klemenčič, 2021).

Project-Based Learning (PjBL) is a student-centered learning model, where the learning process occurs through the design, implementation, and completion of a real project that is relevant to their life or field of study. In PjBL, students not only learn concepts theoretically, but also apply them to produce concrete products (e.g., reports, videos, learning media, scientific papers, or solutions to social problems) (Thomas, 2000).

The main characteristics of PjBL are contextuality, collaboration, and reflection. Students work in groups to answer open-ended questions or challenges (driving questions), collect information, analyze data, and present the results. The role of lecturers is that of facilitators and mentors who help design projects, guide processes, and assess work results based on authentic rubrics. Theoretically, PjBL is rooted in constructivism (Piaget & Vygotsky) and experiential learning theory (Kolb), which emphasizes that knowledge is formed through direct experience and deep reflection (Bell, 2010).

3. Problem-Based Learning (PBL)

PBL is a method in which students are given real, open, or simulated problem scenarios, then, as a team or individual, conduct investigations, seek information, discuss solutions, and present the results. Students become active managers of their own learning, while teachers act as guide-facilitators. PBL supports the development of analytical thinking skills, synthesis, and knowledge transfer (Lewis & Reinders, 2007).

Problem-Based Learning (PBL) is a learning approach that puts real-world problems as the starting point of the learning process. In this model, students do not directly receive knowledge from the lecturer; instead, they learn through the process of solving problems independently or collaboratively. The goal is not only to find answers, but also to develop critical thinking skills, logical reasoning, collaboration, and self-reflection (Hmelo-Silver, 2004).

In PBL, lecturers act as facilitators who design ill-structured problem scenarios and guide students to explore information, formulate hypotheses, find relevant sources, and formulate evidence-based solutions. The main theories underlying PBL are constructivism (Vygotsky and Dewey) and experiential learning theory (Kolb), which emphasize that effective learning occurs through active engagement and reflection on experience. The PBL model is highly suitable for application in 21st-century learning, as it fosters self-directed learning, teamwork, and problem-solving skills essential in the modern world of work and academia (Savery, 2006).

4. Active Learning

More granular forms of methods in SCL include active learning techniques: for example "Think-Pair-Share" (students think for themselves, discuss in pairs, and then share with large groups), "Peer Instruction" (students teach each other concepts with the click of a device/flashcard) and "Flipped Classroom" (students learn material independently outside of class, and class time is used for discussion, active assignments, problem solving). These techniques enhance student participation, foster interaction, and mitigate the dominance of teacher lectures (Freeman et al., 2014).

Active Learning is a learning approach that requires students to be actively involved in the learning process, not just passively receiving information from lecturers. In active learning, students engage in thinking, discussing, analyzing, completing assignments, and reflecting on what they learn to build knowledge independently (Prince, 2004).

The main principle is learning by doing — students build understanding through hands-on experience, exploration, and interaction. Lecturers play the role of facilitators and motivators, not the only source of information. Active learning strategies encompass various techniques, including Think-Pair-Share, Peer Instruction, Case Study, Role Play, Flipped Classroom, and Classroom Debate. This approach is rooted in the theories of constructivism (Piaget, Vygotsky) and experiential learning (Kolb), which emphasize that knowledge is acquired through active engagement and reflection. Research shows that active learning can improve students' conceptual understanding, learning motivation, material retention, and critical and collaborative thinking skills compared to traditional lecture methods.

5. Self-Regulated Learning, Metacognitive Strategies

SCL also involves strategies that support students in becoming independent learners through planning, monitoring, and self-evaluation of their learning process. Students are directed to set learning goals, monitor their progress, evaluate their strategies, and revise them as needed. This method can be combined with learning journals, portfolios, peer feedback, and written reflections to enhance learning.

Reflective Learning and Self-Regulated Learning (Metacognitive Strategies) is a learning approach that emphasizes students' awareness, self-control, and reflection on their own learning process. In this model, students are not only recipients of information, but also designers and managers of personal learning strategies—they plan learning objectives, monitor progress, assess results, and reflect to improve their next learning performance (Zimmerman, 2002).

This approach involves metacognitive strategies, which enable the ability to "think about thinking." Students practice recognizing when they understand a material and when they need to review it. This reflective process includes three main stages, namely: (a) planning, setting learning objectives and strategies to be used, (b) monitoring, observing the progress and effectiveness of the strategies implemented, and (c) evaluating, assessing learning outcomes, and conducting reflection for strategy improvement (Schraw, Crippen & Hartley, 2006).

Reflective and independent learning is based on the theory of metacognition (Flavell, 1979) and self-regulated learning (Zimmerman, 2000). This approach has been proven to increase intrinsic motivation, learning independence, critical thinking skills, and academic performance, particularly in project-based learning, foreign language studies, and higher education.

Application Of The SCL Method In Arabic Language Learning For Writing Proficiency (*Maharah Kitabah*)

1. Application of Collaborative Learning for Arabic Writing Skills

Collaborative Learning is a learning approach that emphasizes cooperation between students in small groups to achieve shared learning goals. In the context of learning Arabic, particularly in writing skills (*maharah al-kitābah*), this model is effective because it positions students as active participants in the process of developing ideas, drafting texts, and providing feedback to one another (Al-Zahrani, 2020).

a. The Relevance of Collaborative Learning in Learning to Write Arabic

The ability to write Arabic requires several key components as follows.

- 1) Mastery of language structure (*an-nahwu wa al-sharf*)
- 2) Vocabulary (*mufradāt*)
- 3) Coherence and cohesion of paragraphs
- 4) Arabic language style and rhetorical system

Through collaborative learning, students work in groups to solve writing problems, such as composing paragraphs, correcting friends' mistakes, or designing a writing framework (Al-Sohbani, 2021). These interactions help students:

- 1) Build a common understanding of grammatical concepts.
- 2) Producing higher-quality text because it goes through a review and discussion process.

- 3) Increase confidence, especially for students who still have difficulty composing sentences in Arabic.
 - 4) Develop critical thinking skills through collaborative evaluation and revision of writing.
- b. Examples of Applications in Arabic Writing Classes
- 1) Collaborative Drafting
Students are divided into groups of 3 to 4 people. Each group does the following.
 - a) Menentukan topik tulisan (misalnya: "e-learning at the university").
 - b) Compile an outline together.
 - c) Writing draft paragraphs in turn (rotating writing).
 - d) Analyze sentence structure based on nahwu and sharf.
 - 2) Collaborative Peer Review
Each student is responsible for reading the writings of the group members and providing structured feedback. The details include grammatical accuracy, vocabulary choice, paragraph coherence, and accuracy in the use of academic Arabic style.
 - 3) Problem-Based Collaborative Writing
The lecturer gave a language problem, for example: "How to fix paragraphs that are not cohesive in a descriptive text?"
The group works to refine the text, discuss the reasoning, and present the results.
 - 4) Collaborative Story Reconstruction
Lecturers give random texts or paragraphs that are not sequential; The group works together to reconstruct it into a logical text in Arabic.
- c. Implementation Steps in Learning
- 1) Goal setting: For example, improving students' ability to write argumentative paragraphs.
 - 2) Formation of heterogeneous groups: A combination of strong and weak students in order to support each other.
 - 3) Clear collaborative assignments: Each member has a role (lead author, editor, reviewer, presenter).
 - 4) Lecturer facilitation: Lecturers act as facilitators, not information centers.
 - 5) Two-way feedback: Lecturers and students alike give evaluations.
 - 6) Reflection: Students write down what they learned from the group work.
- d. The Impact of Collaborative Learning on Arabic Writing Skills
- 1) Improve linguistic accuracy through mutual correction.
 - 2) Encourage creativity in writing through brainstorming together.
 - 3) Strengthen understanding of the structure of Arabic texts.
 - 4) Reduces writing anxiety, especially in beginner students.
 - 5) Increase learning motivation due to social interaction.
- 2. Application of Project-Based Learning (PjBL) for Arabic Writing Proficiency**
Project-Based Learning (PjBL) is a learning approach that places students as active actors to produce a real product through the process of investigation, planning, execution, and reflection (Al-Khayyatt, 2020). In the context of *maharah al-kitābah* (Arabic writing proficiency), this approach is very effective because it allows students to develop writing skills in a structured, creative, and authentic way through real projects that are relevant to academic and social life (Alharbi, 2021).

a. Relevance of PjBL in Learning to Write Arabic

Writing Arabic requires mastery of grammar, vocabulary, paragraph structure, and the ability to compose texts cohesively. The PjBL model provides real context for students to:

- 1) Build writing skills gradually, from planning to final product.
- 2) Integrate elements of Arabic linguistics and rhetoric into project-based writing.
- 3) Think critically and solve problems, for example in choosing a writing style, arranging arguments, or using the right sentence structure.
- 4) Produce authentic works, such as articles, reports, short stories, or educational brochures in Arabic.

b. Example of a Project in PjBL to Write Arabic

1) Arabic Article Writing Project (مقالة)

Students work in groups to compile articles on specific themes, such as *التعليم* / *السياحة في إندونيسيا* or *الصحة النفسية، الرقمي*.

The stages are as follows.

- a) Defining the theme and formulation of the problem
- b) Collect data and references
- c) Menyusun kerangka (*Article Outline*)
- d) Writing an article draft
- e) Make revisions based on feedback
- f) Publications (e.g. in class blogs or digital pamphlets)

2) Mini Book Making Project (كُتِيب)

Students create minibooks on specific topics, for example:

- a) Everyday expressions in Arabic
- b) Children's stories
- c) Profiles of Arab figures

Each group produces complete Arabic content and minibook designs.

3) Short Story Writing Project (قصة قصيرة)

Students design and write short stories in Arabic complete with dialogues, narratives, and descriptions of places.

This activity is very effective for practicing vocabulary variations and sentence structure.

4) Travel Report Project (تقرير رحلات)

If there are observation activities or field visits, students are asked to make a trip report in Arabic.

The focus is on the structure of the report text, the use of past verbs (*الفاعل* / *الماضي*), and the preparation of descriptive paragraphs.

c. Stages of PjBL Implementation in Learning to Write Arabic

1) Driving

QuestionExample: كيف نكتب مقالة عربية علمية بشكل صحيح؟

2) Project Planning

- a) Defining the purpose of writing
- b) Divisions of roles in groups
- c) Menentukan timeline

3) Pengumpulan data (Research and Inquiry)

- a. Literature study (Arabic article)

- b. Interview with resource persons
 - c. Field observation
- 4) Drafting of a projectThe student begins to write a text based on the framework that has been prepared.
- 5) Feedback & Revision
 - a. Peer review
 - b. Lecturer feedback
 - c. Revision of *nahwu*, *sharf*, and language style structures
- 6) Final Product
Completion: For example, articles, reports, short stories, pamphlets, or mini-books.
- 7) PresentationStudents present their products in Arabic.
- 8) ReflectionStudents reflect on the writing process and the development of their skills.

d. Benefits of PjBL for Arabic Writing Skills

- 1) Develop the authenticity of the writing because it is based on a real project.
- 2) Increase learning motivation through creative and collaborative activities.
- 3) Strengthen understanding of sentence and paragraph structure.
- 4) Practice independence and responsibility in every stage of the project.
- 5) Build academic communication skills in Arabic.
- 6) Produce real products that can be a student portfolio.

3. Application of Problem-Based Learning (PBL) for Arabic Writing Proficiency

Problem-Based Learning (PBL) is a student-centered learning approach by placing them in real problem situations that must be solved through the process of investigation, analysis, discussion, and reflection (Abdelrahman, 2020). In the context of *maharah al-kitābah* (Arabic writing skills), PBL is very relevant because it encourages students to compose writing as a form of solution to a linguistic problem or contextual problem. PBL makes writing skills not just a grammar exercise, but a critical thinking process that produces informative, argumentative, or descriptive texts in Arabic (Alhaysony, 2021).

a. The Relevance of PBL in Learning to Write Arabic

Writing Arabic requires some of the following.

- 1) Understanding of language concepts (*nahwu-sharf*)
- 2) Cohesive paragraph composing skills
- 3) Selection of the right vocabulary (*mufradāt*)
- 4) Ability to develop ideas logically

PBL supports the process. The reasons are as follows.

- 1) Students write to solve problems, not just to fulfill assignments.
- 2) There is an inquiry process, so students are used to looking for Arabic data and references.
- 3) The development of arguments is stronger, because students must explain and defend solutions in writing.
- 4) There is an internalization of the language structure, because every solution must be written in clear and accurate Arabic sentences.

b. Forms of Problems in Learning PBL to Write Arabic

Here are examples of "problems" that lecturers can use:

- 1) Language Problems
 - a) Non-cohesive Arabic text (عدم الترابط بين الفقرات)
 - b) Paragraphs that are grammatically structured
 - c) Passive or active sentences that are not properly used
 - d) Paragraph logic errors
 - e) Students are asked to correct, explain the location of the error, and write the final version.
- 2) Contextual Issues
 - a) How to write an article about تأثير وسائل التواصل الاجتماعي على الطلاب with valid data?
 - b) How to compose an argumentative text to explain the phenomenon التعلم الإلكتروني في الجامعات?
 - c) How to create an analytical report on مشكلة البطالة في العالم العربي?
 - d) Students search for data, analyze, and then write solutions in the form of articles or reports in Arabic.
- 3) Problems with the Writing Process
 - a) How to structure an opening paragraph (مقدمة) that is interesting but still standard?
 - b) How to create a coherent Arabic writing outline?
 - c) How to choose the right academic mufradat?
 - d) Students compile solutions in the form of texts and present them.

c. Stages of PBL Implementation in Arabic Writing

1) Problem Orientation

The lecturer gave a real case, for example: "The following descriptive text is not cohesive. How to fix it to conform to the rules of modern Arabic?"

2) Identify What Is Known and Needs to Be Learned. Students identify learning needs.

- a) Sentence structure
- b) Thematic vocabulary
- c) Unsur kohesi (*Binding Tools*)

3). Data Collection (Inquiry)

Students are looking for references or sources.

- a) Arabic dictionary
- b) Arabic scientific articles
- c) Contoh teks model

4). Discussion and Formulation of Solutions

Students discuss in groups to find linguistic solutions or solutions.

5). Preparation of Written Products. The output can be the following.

- a) Article argumentatif
- b) Analytical paragraph
- c) Text fixes
- d) Text of the problem analysis report

6). Presentation and Justification of Solutions. Students present their writings and explain the reasons for choosing the language structure.

7). Reflection. Students reflect on what they have learned and which parts of the writing process are the most challenging.

d. Benefits of PBL in Arabic Writing Skills

- 1) Improve critical thinking in developing paragraphs and arguments.
- 2) Encourage independent learning through problem investigation.
- 3) Strengthen grammatical understanding because it must be used contextually.
- 4) Improve the quality of writing, especially coherence and accuracy of vocabulary.
- 5) Reduces writing anxiety, as the focus is on problem-solving rather than just judgment.
- 6) Increase motivation because problem-based learning feels more relevant and engaging.

4. Application of Active Learning for Arabic Writing Skills

Active Learning is a learning approach that places students at the center of the learning process, where they are directly involved through activities that encourage critical thinking, problem-solving, discussion, writing, and reflection. In the context of *maharah al-kitābah* (Arabic writing proficiency), active learning is effective because it provides space for students to practice writing intensively, manipulate language structures, and explore ideas through creative and participatory activities. Active Learning does not focus on lecturer lectures, but on **the active participation of students in building knowledge** through meaningful writing activities.

a. Relevance of Active Learning in Learning to Write Arabic

Arabic writing proficiency requires the following.

- 1) Understanding the nahwu–sharf structure
- 2) Accuracy of vocabulary (*mufradāt*)
- 3) Coherence of ideas
- 4) Precision of language style
- 5) Ability to structure paragraphs in a concise manner

Here are some reasons why CCTIVE Learning supports these aspects.

- 1) Students **are directly involved in the production of the text**, not just receiving theories.
- 2) The activities are **varied**, so they stimulate creativity.
- 3) Interaction and feedback between students enriches thinking patterns and language choices.
- 4) Writing activities are carried out gradually, so that mistakes can be revised and understood.
- 5) Encourage students to become **independent learners** who actively seek linguistic solutions.

b. Example of the Application of Active Learning for Arabic Writing Skills

- 1) Think–Pair–Share (TPS) in Paragraph Writing
 - a) Students are encouraged to think independently about the topic of writing.
 - b) Students discuss with their partners to compare ideas (*pairs*).
 - c) Students write paragraphs together and present them (*share*).This activity resulted in richer and more structured writing.
- 2) Writing Carousel (Rotating Writing)

Lecturers prepare writing sheets on several tables.
Each student writes an initial sentence or paragraph.

Other groups continued the writings resulting in a variety of creative Arabic texts. This method trains coherence between paragraphs, enrichment of mufradat and speed of thinking in Arabic.

3) Gallery Walk for Text Analysis

Students make short Arabic writings, then stick them on the classroom wall. Other students go around reading, giving comments, corrections, and suggestions. This technique improves the ability to edit, proofread, evaluate texts and adapt writing styles.

4) Concept Mapping for Designing Text

Students compile a concept map (*kharīṭat al-mafhūm*) to determine the main ideas, sub-ideas, keywords and paragraph structure. Then students write texts based on the concept map. This activity trains the logic of reasoning in Arabic writing.

5) Micro-Writing (Quick Writing 3–5 minutes)

Students are given a short topic, then write a short paragraph in a limited time. The benefits are: practicing spontaneity, reducing writing anxiety and increasing fluency.

6) Peer Editing & Collaborative Revision

Students edit each other's writings using correction codes (e.g.: خ = grammatical errors, م = mufradat, ر = rhetorical structure). This step helps students understand mistakes more deeply.

c. Steps to Implement Active Learning in Writing Learning

- 1) Identify learning objectives (e.g. writing descriptive or argumentative texts).
- 2) Design activities that require direct engagement, not passive listening.
- 3) Clear division of tasks in each activity.
- 4) Giving students the opportunity to practice writing repeatedly.
- 5) Providing quick and constructive feedback.
- 6) Reflection after the activity to evaluate the writing process.

d. The Impact of Active Learning on Arabic Writing Skills

- 1) Improve *fluency* and accuracy.
- 2) Help students understand the structure of Arabic texts more naturally.
- 3) Develop critical thinking skills through revision and discussion processes.
- 4) Increase motivation to learn and reduce boredom.
- 5) Strengthen mastery of thematic vocabulary.
- 6) Create an interactive and supportive learning environment.

5. Application of Reflective Learning and Self-Regulated Learning & Metacognitive Strategies for Arabic Writing Skills

Reflective *learning* and *self-regulated learning* are two complementary approaches in building Arabic writing skills in depth. Reflective Learning encourages students to evaluate their own learning experiences, understand the strengths and weaknesses of writing, and be aware of the thought process that occurs during writing. Self-Regulated Learning (SRL) emphasizes students' ability to set goals, set learning strategies, monitor development, and evaluate writing results independently. Both are very important in *maharah al-kitābah* because writing is a complex activity that involves planning, language selection, revision, and constant reflection.

a. The Relevance of Reflective Learning & SRL in Arabic Writing

The ability to write Arabic is not only a matter of writing techniques, but also the management of thought processes and self-monitoring. This approach helps students in the following ways.

- 1) Realize the process of thinking (metacognition)
Students know better how they structure sentences, choose vocabulary, and check for errors. Students can identify linguistic weaknesses and develop independence.
- 2) Students do not only rely on lecturers, but are able to assess and improve their own writing.
- 3) SRL helps students create writing practice schedules, word targets, or text completion targets.

b. Examples of Application in Learning to Write Arabic

- 1) Reflective Learning Techniques
 - a) Learning Journal
Students write reflection notes after each writing exercise, such as:
 - (1) Which part is the hardest?
 - (2) What vocabulary has just been learned?
 - (3) What errors occur most often?
 - (4) What is the improvement target for next week?
 - b) Reflection Questions after writing
The lecturer gave 5 reflective questions, for example:
Were my thoughts logically arranged?
Did you use the appropriate links between sentences?
?What grammatical mistakes should I avoid
 - c) Self-assessment rubrics
Students assess their own texts using rubrics: grammatical accuracy, paragraph coherence, accuracy of mufradat, rhetorical structure and language style. This helps them understand the quality standards of the writing.
 - d) Reflective Group Discussion
Students discuss the process of writing, not just the writing, thereby increasing metacognitive awareness.
- 2) Self-Regulated Learning & Metacognitive Strategies
 - a) Goal Setting
Students set weekly writing goals. Write 150 words without basic errors, use 10 new mufradat and improve the structure of idhafah or fi'il mudhari'.
- 3) Planning
Students make a *writing plan* including: Outline of the writing, paragraph structure, list of thematic references and strategies for overcoming difficulties (for example, opening a certain dictionary).
- 4) Monitoring (Learning Monitoring)
Students control their writing progress, such as checking the consistency of sentence structure, the accuracy of Arabic punctuation and paragraph cohesion.
- 5) Self-Correction & Metacognitive Editing
Students have a list of editing strategies, for example: reading *aloud*, marking mistakes with certain code and using a dictionary or special application.
- 6) Portfolio Writing

Students keep all writings in *their writing portfolios* to see developments over time.

c. Implementation Steps for Lecturers

1. Assign a gradual writing task (draft–revision–final).
2. Integrate reflection sessions at the end of each exercise.
3. Provide a structured assessment rubric that students also use for self-assessment.
4. Train students to use metacognitive strategies such as planning, monitoring, and self-evaluation.
5. Facilitate reflective discussions to see the thinking process of each student.
6. Encourage the use of study journals and digital portfolios.
7. Teach self-correction techniques using standard correction marks.

d. The Impact of the Reflective & SRL Approach on Arabic Writing Skills

1. Improved linguistic accuracy through error awareness.
2. The development of a better paragraph structure due to planning.
3. Improving the quality of revisions, not just improving typos.
4. Self-motivation increases, students do not wait for lecturers' instructions.
5. Writing skills are more consistent due to scheduled practice.
6. Metacognitive awareness is higher, so students understand their learning process.

Conclusions (الختامة)

The learning of the Arabic kitābah in higher education is moving from a lecture pattern to Student-Centered Learning (SCL). This shift is necessary because the typical challenges of Arabic writing—from orthography, sentence structure (nahwu–sharf), to discourse coherence—are not adequately answered with copying exercises, but require an authentic, collaborative, reflective, and project-based learning experience. Recent research shows that PjBL, task differentiation, transparent rubrics, and peer feedback can improve assessment readiness, draft quality, student participation, and language accuracy compared to the traditional teacher-centered model.

Within the framework of SCL, this article outlines five key approaches: (1) Collaborative Learning, which places students working in small groups to compile, proofread, and revise Arabic texts to improve linguistic accuracy, confidence, and critical thinking; (2) Project-Based Learning (PjBL), which directs students to produce real products (articles, mini-books, reports, short stories) through the stages of planning, investigation, drafting, revision, and publication; (3) Problem-Based Learning (PBL), which uses linguistic and contextual problems as triggers for writing, thereby fostering critical thinking skills, argument structuring, and internalization of language structure; (4) Active Learning, which is realized through techniques such as Think–Pair–Share, writing carousel, gallery walk, concept mapping, and micro-writing to improve fluency, accuracy, interaction, and motivation to write; and (5) Reflective Learning and Self-Regulated Learning, which

trains students to plan, monitor, and evaluate their own writing process through learning journals, self-assessment, portfolios, and metacognitive strategies.

Overall, this article emphasizes that SCL in maharah kitābah is not just about changing teaching methods, but building an Arabic writing learning ecosystem that: (a) is contextual project based and real products; (b) enriching feedback through peer review and authentic rubrics; (c) fostering students' independence and metacognitive awareness; and (d) integrate technology in a targeted manner at the pre-writing and planning stages. With this kind of design, learning to write Arabic is expected to produce texts that are not only linguistically accurate, but also communicative, critical, and relevant to the academic and social contexts of students.

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