

Enhancing Guided Writing Skills: The Impact of *Mufradat* and *Qawaid* Mastery in Arabic Language Learning

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ABSTRACT

Mastery of *mufradat* (vocabulary) and *qawaid* (grammar) is crucial in Arabic language acquisition at all educational levels, including at Madrasah Aliyah YMPI Rappang. Proficiency in these areas is strongly linked to students' ability to produce *insya' muwajjah* (guided writing). This study employed an *ex post facto* design to examine the relationship between *mufradat* and *qawaid* mastery and Arabic writing skills. The population consisted of 113 eleventh-grade students, from which a sample of 53 was selected through proportionate stratified random sampling using the Slovin formula. Data collection involved standardized tests measuring vocabulary, grammar, and guided writing proficiency. Analysis was conducted using product-moment correlation and multiple linear regression techniques. Findings revealed that *mufradat* mastery (X_1) had a significant positive effect on writing skills (Y), with a correlation coefficient of 0.140. *Qawaid* mastery (X_2) showed a stronger impact, with a coefficient of 0.536. Combined, both variables significantly influenced writing ability, as evidenced by an F-value of 22.879. These results underscore the importance of integrating vocabulary and grammar mastery into the Arabic curriculum to enhance students' writing competence. Targeted instructional strategies focusing on both elements can substantially support students' language development.

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1. INTRODUCTION

Arabic language instruction holds a central position in the curriculum of Madrasah Aliyah (MA) in Indonesia. As mandated by the Regulation of the Minister of Religious Affairs (KMA No. 183 and 184 of 2019), Arabic is one of the core subjects taught at this level. The overarching goal of Arabic instruction is to develop students' communicative competence in four fundamental language skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) (Rosyada & Baroroh, 2023). This instructional mandate is allotted two lesson hours per week for grade XI students. Despite its limited duration, Arabic learning contributes positively to students' comprehension of other Islamic subjects such as Fiqh, Al-Qur'an Hadith, Aqidah Akhlak, and Islamic Cultural History (Haris, 2023),

where the mastery of vocabulary (*mufradat*) relevant to those subjects is essential for deep understanding.

Language, as a fundamental human faculty, is inseparable from daily life and functions as a primary medium for communication, knowledge transmission, and social interaction. It enables individuals to express ideas, share emotions, and convey information in both oral and written forms (Sodik & Hermawan, 2023). In this context, Arabic holds a unique position—not only as a communicative tool but also as a medium for accessing religious texts and Islamic heritage. The ability to communicate effectively in Arabic is thus vital for students, both as a practical skill and a means of engaging more deeply with their faith.

The mastery of the Arabic language in madrasahs is not aimed solely at developing general linguistic abilities. It is intricately linked to the objective of enabling students to understand Islamic teachings. Harisca et al. (2023) emphasize that Arabic instruction must integrate language acquisition with religious literacy. Therefore, the four language skills are taught not only for communicative purposes but also to facilitate students' comprehension of sacred texts and religious materials.

Among the four skills, writing (*kitabah*) is often considered the most complex and demanding. Unlike receptive skills such as listening and reading, writing requires a high level of cognitive engagement and linguistic competence. It is not only a matter of transferring spoken language into text but involves organizing thoughts, choosing appropriate vocabulary, and applying correct grammatical structures. Writing also presupposes mastery of the other three skills—listening, speaking, and reading—since these provide the input and foundational knowledge needed for effective written expression.

In this regard, vocabulary (*mufradat*) plays a critical role. Tarigan, as cited in Maulana (2023), argues that a lack of vocabulary mastery is one of the most significant obstacles in writing. A rich vocabulary bank allows writers to articulate thoughts clearly, select words accurately, and convey meanings precisely. Therefore, vocabulary is a key determinant of one's proficiency in both oral and written communication. It enables individuals to express complex ideas fluently and adapt language to different contexts.

However, vocabulary alone is insufficient without a solid understanding of grammar (*qawaid*). Grammar provides the structure that allows words to form meaningful and grammatically correct sentences. Without grammatical accuracy, even a large vocabulary cannot produce coherent and syntactically sound writing. Effective written communication thus depends on the interplay between vocabulary and grammar mastery. Those who possess a wide vocabulary and understand grammatical rules are better equipped to express themselves in writing with clarity and fluency.

Writing is not merely a mechanical activity but a cognitive process that involves generating, organizing, and presenting ideas. Kunandar, as cited in Nuhidayah (2023), describes writing as a vehicle for expressing thoughts, knowledge, and messages that the writer wishes to convey. It involves not only the linguistic elements of diction and grammar but also logical organization and coherence, which are essential for the reader's comprehension. Writing activities, therefore, must be approached with care and precision, especially when students are expected to write in a second or foreign language, such as Arabic.

Despite its importance, writing skills are often underemphasized in classroom instruction, especially in madrasahs. Basith and Jamroh (2023) point out that writing is frequently overlooked at the school level, resulting in students struggling to express their ideas in written form. This neglect is even more pronounced in the context of Arabic, where additional challenges arise from the script, morphological complexity, and syntactic structures. Consequently, many students, despite having insightful ideas, are unable to articulate them effectively in Arabic writing due to limited vocabulary and weak grammar.

In line with the Arabic curriculum in madrasahs, one key instructional method for developing writing skills is guided writing (*insha' muwajjah*). This technique involves writing activities that are scaffolded with prompts such as pictures, guiding questions, and key vocabulary. The goal is to help

students express their ideas within a structured framework and to encourage gradual mastery of writing conventions (Annisa et al., 2024). However, the success of this method hinges on students' prior knowledge of relevant vocabulary and grammar. Without sufficient *mufradat* and *qawaid*, students struggle to produce coherent and meaningful texts, even with guidance.

Observations conducted at Madrasah Aliyah YMPI Rappang reveal a disparity between students' reading and writing abilities. While reading skills are relatively developed, writing remains a significant challenge. The limited instructional time devoted to writing, combined with students' difficulty in organizing thoughts and applying correct grammar, results in suboptimal writing performance. This situation underscores the need for a more targeted approach in Arabic instruction—one that emphasizes the foundational components of vocabulary and grammar as prerequisites for effective writing.

This research aims to investigate the relationship between *mufradat* and *qawaid* mastery and students' performance in guided writing. By focusing on these two core elements, the study seeks to identify the extent to which they influence students' ability to produce structured and meaningful written texts in Arabic. The findings are expected to inform instructional strategies that enhance writing proficiency by strengthening foundational language components.

What sets this study apart is its focus on a rural madrasah context, specifically MA YMPI Rappang. Unlike prior studies that often examine urban or resource-rich settings, this research provides insights into the challenges faced by madrasahs with limited teaching resources and technological infrastructure. The unique demographic and curricular characteristics of MA YMPI Rappang offer an important lens for understanding how *mufradat* and *qawaid* mastery can be optimized in under-resourced environments. This focus is particularly relevant for educators and policymakers seeking to improve Arabic instruction in similar rural contexts across Indonesia.

2. METHODS

Based on the type, this study includes *ex-post facto* research, which is research where variables are free from a study that has occurred before researchers conduct research on dependent variables (Safi et al., 2023). The relationship between independent variables and dependent variables, or vice versa, has taken place naturally. In this study, researchers will look for the possibility of other root causes that may occur. Given that this research focuses on approaches in the scientific field, especially the scientific field of Arabic, the author uses several research approaches, including normative approaches, psychological approaches, pedagogical approaches, and linguistic approaches.

Based on the paradigm that forms the basis for the researchers to find the correlation between the variables to be studied, the study deals with three variables, namely two free variables and one bound variable. The free variable is the mastery of *mufradat* (X1) and *qawaid* mastery (X2), while the boundary variables are the ability to write guided (*Insya' Muwajjah*) (Y).

The population in this study was all students of class XI MA YMPI Rappang, totaling 113 students. The number of research samples was determined using the *probability sampling* technique with the *Slovin formula*, so 53 research samples were found. Data collection of mastery of *mufradat*, *qawaid*, and guided writing (*insya' muwajjah*) using tests. Tests of item validity and reliability are carried out using the *iteman* program. The data analysis techniques used are product-moment correlation analysis and multiple linear regression analysis. The error rate of the analysis results is determined at 5%.

The data collection techniques in this research are the *mufradat* (vocabulary) test and *qawaid* (grammar) test as well as a writing test to measure students' abilities in guided writing (*insya' muwajjah*). The form of test used as an instrument in this research is an objective test used to measure students' *mufradat* (vocabulary) and *qawaid* abilities, while a writing test is used to measure students' guided writing abilities.

Table 1. Grid of instruments for mastery of *Mufradat*

Description	Indicator	Question Items	Number of questions
Synonym	Finding common meanings	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Antonym	Finding the opposite word	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
Terminology	Applying vocabulary in sentences	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
Total			30

Vocabulary, as one of the free variables in this study, was measured using a vocabulary test about aspects of vocabulary such as synonyms, antonyms, terms, and meanings in context. The score is determined in the assessment if the correct value is 1, and if the wrong value is 0.

Table 2. Grid of instruments for mastery of *Qawaid*

Description	Indicator	Question Items	Number of questions
Morpheme	Changes in word forms in Arabic	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Single sentence	Using a single sentence in Arabic	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
Total			20

Students' mastery of *Qawaid* is measured using a grammar test on linguistic aspects such as morphemes, single sentences, and compound sentences. The score is determined if it is true and if it is wrong, the value is 0.

Table 3. Guided writing mastery instrument (*insya' muwajjah*)

Number	Assessed Aspects	a	b	c	d
1.	Comprehension				
2.	Fluency				
3.	Vocabulary				
4.	Grammar				

Writing ability, as the dependent variable in this research, was measured using a writing ability test to assess aspects of understanding, fluency, mastery of *mufradat*, and language rules. Determining the lowest score is 25, and the highest score is 100.

3. FINDINGS AND DISCUSSION

3.1. *The Effect of Mufradat Mastery on Guided Writing Skills (Insha' muwajjah)*

Based on the description of the trend of research data, the mastery of *mufradat* of students in the high category was 5 students (6.8%), students who had a medium level of *mufradat* mastery were 19 students (26%), and the mastery of *mufradat* of students who were in the low category was as many as 13 students (7.8%). While students with very low mastery of *mufradat* have as many as 1 student (1.4%). Thus, it can be concluded that the ability to master the *mufradat* of class XI MA YMPI Rappang students is in the medium category. Mastery of *mufradat* is not a simple skill, because mastery of *mufradat* is not only limited to knowing and memorizing but also includes its introduction, selection, and application in language activities, both receptive and productive, such as the ability to write. (Jannah et al., 2024) The mastery of *mufradat* is also not a process that is obtained spontaneously but through a long process to the mastery of good and correct *mufradat*. Mastery of *mufradat* is increasing according to its development and the learning process experienced by students. Dale suggests that if we assume

that children end first grade with an average mufradat of 3,000 words, it seems that from now on they will add about 14,000 to 15,000 words, and for students, about 18,000 to 29,000 words. This corresponds to the development of science and technology that gives rise to some new mufradat that may not have previously been known by students of their level before.

The mastery of mufradat has made a significant contribution to the ability to write guided (*insya' muwajjah*). (Rahma et al., 2024) Mufradat is indeed important in the writing process. To communicate both in everyday life and in learning activities. Every student, both as a student and as a citizen of the community, certainly cannot be separated from the need for vocabulary, so it is necessary to expand its mufradat; it is necessary to know as much vocabulary as possible in its language. (Mastery A good mufradat will make it easier for someone to write good writing or essays. Delfianto stated in his writings that "students who are rich in vocabulary mastery will show proficiency in language, writing, or speaking skills as productive skills" (Jazilurrahman et al., 2024). Furthermore, when we refer to Kridalaksana's opinion about vocabulary mastery, it can be interpreted that mastery of mufradat is a person's ability to use or use words that they have in communicating and interacting with others using Arabic. (Insaniyah & Agustin, 2023) Thus, based on the findings of this study based on the product moment correlation test, it is known that the calculated value of mufradat mastery is 0.140 while the rtable is 0.022. This means that rvalue is greater than rtable, and p 0.001 is less than the error rate of 5% ($0.001 < 0.05$). Which shows the positive influence of mastery of mufradat on the ability to write guided (*insya' muwajjah*).

The ability to write as part of communication skills acquired through cultural clairvoyance means that writing is obtained through learning in the form of inheritance. In relation to the development of science and technology, the ability to write is a necessity because, through this writing channel, knowledge can be passed on from generation to generation. Several research findings express the importance of writing, such as what Kaswan Darmadi revealed: that the ability to write is an ability that has a complex language style and a high level of vocabulary. Therefore, students and teachers must be able to support themselves to continue practicing writing as an effort to habituate and develop their potential.

3.2. The Effect of Qawaid Mastery on Guided Writing Skills (*insya' muwajjah*)

The analysis of the data reveals that students' mastery of *qawaid* (Arabic grammar) at MA YMPI Rappang remains considerably low. Only 2 students (3.8%) demonstrated a high level of *qawaid* mastery, while 14 students (26.4%) fell into the medium category, and the majority—31 students (58.5%)—were categorized as having low mastery. These findings suggest that the overall grammatical competence of Grade XI students is lacking, which has implications for their broader Arabic language proficiency.

In Arabic language learning, *qawaid* encompasses both morphological and syntactic knowledge—understanding how words are formed and how they function in sentences. According to Suriamiharja, writing represents the most advanced and cognitively demanding of the four language skills. In the context of this research, *insha' muwajjah* (guided writing) refers to structured writing exercises in which students are required to complete or enhance sentences according to a given theme and teacher guidance (Sholikhah & Ammar, 2023). These tasks, although simplified, require learners to express coherent ideas using appropriate vocabulary (*mufradat*) and apply grammatical rules to communicate clearly in writing.

Despite the scaffolded nature of *insha' muwajjah*, many students struggled to express their ideas coherently due to poor grammar mastery. The results of the product-moment correlation test support this conclusion. The correlation coefficient between *qawaid* mastery and guided writing ability was 0.536, with a significance value (p) of 0.000. Given that this p-value is lower than the standard significance threshold of 0.05, the null hypothesis is rejected. These findings confirm a statistically significant and positive relationship between *qawaid* mastery and guided writing ability.

Furthermore, the relative contribution of *qawaid* mastery to guided writing was found to be 99.1%, with an effective contribution of 25.41%. These values are higher than those associated with vocabulary mastery, indicating that grammar exerts a stronger influence on students' ability to produce structured and coherent Arabic writing. This reinforces the idea that grammatical competence is not merely supportive but foundational to successful writing in Arabic.

While *qawaid* is not the sole determinant of writing ability, it plays a critical role in ensuring linguistic accuracy. As Mujahidah (2023) notes, grammar, when taught in a learner-centered and needs-based manner, yields substantial benefits. However, if delivered excessively or without alignment to students' proficiency levels, it can hinder understanding and disrupt the natural acquisition of language.

The success of *qawaid* instruction is influenced by several contextual factors, including curriculum design, teacher competence, instructional strategies, time allocation, student attitudes, and the learning environment (Sumiati, 2023). Importantly, grammar should be viewed as a supporting tool in language acquisition rather than an end goal. The primary purpose of *qawaid* instruction is to minimize errors in both reading and writing, enhancing overall communication in Arabic.

Effective *qawaid* instruction must be built on sound pedagogical principles. As Herdah et al. (2023) emphasize, grammar materials should be integrated with broader Arabic language learning goals, tailored to student proficiency levels, and accompanied by varied, contextualized exercises. Moreover, these materials should be informed by error analysis to target specific learner difficulties. Grammar instruction should reflect real-life usage, making it relevant and applicable to students' daily linguistic needs.

These principles align closely with the goals of *qawaid* instruction at the beginner level, particularly as it relates to guided writing. The objectives include enabling students to recognize and correctly apply basic Arabic sentence structures, develop linguistic habits rooted in accuracy, and gain meaningful exposure to the language through listening, imitation, and practice.

The misconception that writing is merely the transcription of words is widespread but inaccurate. Writing is a complex cognitive task involving ideation, organization, linguistic encoding, and revision. Gagné, as cited by Herdah & Jannah (2023), views writing as a creative output stemming from cognitive and linguistic competence. Thus, writing serves as a critical measure of overall language proficiency.

To cultivate students' writing skills, schools and teachers must invest in improving literacy—both reading and writing—across the curriculum. Indriana and Maksum (2023) argue that strong literacy skills empower students to access and process information effectively, contributing to academic success and broader intellectual development.

In conclusion, this study confirms that *qawaid* mastery significantly influences the guided writing ability of students at MA YMPI Rappang. While vocabulary remains essential, grammar plays a more dominant role in shaping students' written output. These findings highlight the need for focused grammar instruction that is contextual, needs-based, and strategically integrated into broader Arabic language education to improve students' writing outcomes.

3.3. The Mastery of Mufradata and Qawaid on Guided Writing Skills (*insya' muwajjah*)

To measure the influence of variables, multiple linear regression analysis was used, which aimed to determine the significance of the regression of *mufradat* mastery (X1), *qawaid* mastery (X2) together on the ability to write guided (*Insya' muwajjah*) (Y). Based on the results of the F test using SPSS version 22, F_{cal} was obtained as 22.879, while F_{tabel} was 3.18, then the F_{cal} value was $22.879 > F_{tabel}$ 3.18. So it can be concluded that H3 is accepted, which means that there is a stimulant influence of X1 and X2 on Y.

Table 4. ANOVA Significance Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	786.292	2	393.146	22.879	.000 ^b
	Residual	859.180	50	17.184		
	Total	1645.472	52			

Based on the results of statistical calculations of the simultaneous test F obtained a Fvalue of 22.879 was obtained, greater than Ftable of 3.18 and a significance value of 0.000 smaller than 0.05. Thus, this study succeeded in proving the third hypothesis which states that there is a positive and significant influence of mastery of *mufradat* and qawaid together on the ability to write guided (*insya' muwajjah*) students of class XI MA YMPI Rappang. The results showed that the mastery of *mufradat* and qawaid had a positive effect on the ability to write guided (*Insha' muwajjah*) The variable of mastery of *mufradat* contributed a relative contribution of 0.9% and an effective contribution of 0.22%. Meanwhile, the variable mastery of qawaid gave a relative contribution of 99.1% and an effective contribution of 25.41%. So overall, the variables of mastery of *mufradat* and qawaid contributed effectively by 25.63%, the remaining 74.37% was explained by other factors outside of the variables of this study.

The significantly higher contribution of *qawaid* (99.1%) compared to *mufradat* (0.9%) can be attributed to the structural nature of grammar in facilitating the construction of coherent sentences. While vocabulary provides the building blocks for expression, grammar serves as the framework that connects these blocks into meaningful ideas. This finding aligns with the views of Suriamiharja (2023), who emphasized that grammar mastery is essential for logical sentence construction, particularly in written communication. Furthermore, the guided nature of *insya' muwajjah* writing may inherently emphasize grammatical accuracy over vocabulary breadth.

The lower contribution of *mufradat* mastery may also reflect gaps in teaching methods or learning environments that do not adequately emphasize vocabulary application. As highlighted by Delfianto (2024), vocabulary mastery requires continuous reinforcement through contextual exercises and practical usage. This suggests that integrating vocabulary into real-life scenarios or thematic writing tasks could enhance its impact on guided writing skills. Further studies could investigate whether different teaching approaches, such as task-based learning or digital tools, might improve the effectiveness of *mufradat* mastery in Arabic writing.

Enriching *mufradat* and mastering qawaid for students plays an important role in good writing. Sirait, fattening that writing a good essay involves mastering several skills, such as the skill of stringing sentences and choosing appropriate words or *mufradat*. The effective contribution of each predictor to the ability to write is guided (*insya' muwajjah*). By 25.63%. Some previous studies have shown similar results such as research conducted by Ratih Indri Hapsari in his research entitled The Contribution of Mastery of Linguistic Aspects to the Ability to Write Arguments for Class XI Students of SMA Negeri 7 Yogyakarta which states that the contribution of vocabulary mastery and syntactic rules has a considerable influence. (Untung, 2019) So in the end, from the above hypothesis test, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected meaning "there is a significant and strong positive relationship between the mastery of *Mufrādat* and qawaid with the ability to write Arabic (*maharah al-kitabah*) students of grade XII K MAN 1 Sleman Yogyakarta". (Juniari et al., 2024) Meanwhile, the level of influence of the independent variable on the dependent variable is 64%, and the remaining 36% is influenced by other factors. This research has similarities with the variables of this study, namely mastery of vocabulary and mastery of syntactic rules and writing skills, it's just that the writing ability studied by Hapsari is to write arguments while this study is guided writing (*insya' muwajjah*). Mastery of vocabulary in Hapsari's research gave a relative

contribution of 44.9% and an effective contribution of 26.1% and mastery of syntactic rules gave a relative contribution of 11.9%, and an effective contribution of 6.9%.

Furthermore, research conducted by Hairul Ahyar entitled "Mastery of *Mufradat* and *Qawaid* as an Effort to Improve Arabic Writing Skills" concluded that the correlation coefficient (R) between mastery of *Mufradat* and qawaid simultaneously with the ability to write Arabic by 0.800 showed a positive and strong correlation level. While from the significance value (Sig. F Change) of 0.000 is less than the probability value of 0.05. (Ahyar, 2018) This also shows that there is a significant correlation among the three variables simultaneously. So, in the end, from the above hypothesis test, it can be concluded that the alternative hypothesis is accepted, and the null hypothesis is rejected meaning "there is a significant and strong positive relationship between the mastery of *Mufradat* and qawaid with the ability to write Arabic (maharah al-kitabah) students of grade X II K MAN 1 Sleman Yogyakarta". Meanwhile, the level of influence of the independent variable on the dependent variable is 64%, and the remaining 36% is influenced by other factors. This shows that the variables of mastery of *mufradat* and qawaid in this study only made a smaller effective contribution to the ability to write guided (*insya' muwajjah*).

These findings indicate that mastery of *mufradat* and qawaid has a significant impact on students' guided writing (*insya' muwajjah*) skills, particularly at MA YMPI Rappang. However, the application of these results is not limited to this specific context. Further research is needed to explore the effectiveness of similar approaches in various educational settings with different characteristics, such as madrasahs with lower socio-economic backgrounds or schools focusing on intensive Arabic language programs. For instance, in urban areas with better access to technology, digital-based approaches can be integrated to support the mastery of *mufradat* and qawaid through interactive applications or online learning.

Moreover, it is essential to consider the role of student-centered teaching approaches in enhancing the mastery of *mufradat* and qawaid. In madrasahs with students from diverse first-language backgrounds, adaptive teaching strategies can help increase student engagement in learning. For example, contextualizing *mufradat* within everyday life scenarios and using dialogue simulations can assist students in understanding the practical application of vocabulary and grammar in real-life situations. These findings also provide opportunities to develop a more flexible curriculum, enabling teachers to tailor materials to meet specific student needs, thereby fostering more optimal learning outcomes.

To maximize the impact of *mufradat* and qawaid mastery on guided writing (*insya' muwajjah*), Arabic teachers should employ interactive and student-centered teaching methods. For example, using role-playing or storytelling activities can help students apply vocabulary in meaningful contexts. Similarly, structured grammar exercises should focus on common errors observed among students, allowing for targeted improvement.

From a policy perspective, madrasahs should allocate additional resources for Arabic learning, such as digital tools and materials that make vocabulary and grammar learning more engaging. Moreover, designing periodic workshops for teachers to share best practices and adapt innovative teaching strategies can foster a collaborative and effective teaching environment.

4. CONCLUSION

This study concludes that both *mufradat* (vocabulary) and *qawaid* (grammar) mastery have a positive and significant influence on students' guided writing skills (*insha' muwajjah*) at MA YMPI Rappang. These findings underscore the essential role of foundational language components in enhancing students' ability to produce coherent and grammatically correct Arabic texts. Specifically, mastery of *mufradat* enables students to express ideas effectively, while *qawaid* ensures that those ideas are conveyed with clarity and linguistic accuracy. Despite these important findings, the study is limited by its focus on a single school and a relatively small sample size, which may affect the generalizability of the results. Furthermore, the study did not explore other potentially influential factors such as

students' motivation, learning environment, or access to learning resources. Future research should expand the scope by including diverse educational settings, employing longitudinal methods, and integrating qualitative data to capture more nuanced aspects of language acquisition. Additionally, further investigation into instructional strategies—such as task-based learning, multimedia integration, and formative assessment—could offer deeper insights into how to support students' Arabic writing development. Teachers are encouraged to adopt student-centered approaches like reading-based vocabulary acquisition and contextualized grammar instruction through writing practice. Educational policymakers and school leaders should support these efforts by providing appropriate resources and training to ensure sustainable improvement in Arabic language education.

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