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The Role of Arabic Language Teachers in Teaching Maharah Kitabah to Students at MAN 2 Deli Serdang

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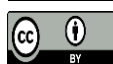
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ABSTRACT

The teaching of writing skills at MAN 2 Deli Serdang still faces challenges in the form of students' difficulties in writing Arabic properly and correctly. These difficulties are evident in the writing of the Hijaiyah letters, the linking of letters, the use of harakat, and the formation of simple words and sentences. This situation is more common among students who do not have a background in madrasah or pesantren education due to their more limited experience in learning Arabic. This situation highlights the importance of the teacher's role in providing instruction tailored to students' abilities and needs. This study aims to describe the role of Arabic language teachers in teaching writing skills to students at MAN 2 Deli Serdang. This study employs a qualitative method with a descriptive approach. Data were collected through observation, interviews, and documentation, and then analyzed using the Miles and Huberman model. The results show that teachers act as facilitators, motivators, mentors, and evaluators by applying at-tansikh, imla', and insya', providing motivation and guidance, and evaluating students' written work. Despite differences in basic skills and limited vocabulary, teachers continue to provide ongoing practice and guidance to improve students' writing skills

Keywords: *Teacher's Role, Arabic Language, Writing Skills*



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Introduction

A study of Arabic writing skills at MAN 2 Deli Serdang found that students struggle to write well and correctly. These difficulties are evident in errors in writing the Hijaiyah letters, connecting letters, using harakat marks, and correctly structuring simple words and sentences in Arabic according to the applicable rules. (Elsya et al., 2025). his problem is more common among students who do not have a madrasah or pesantren educational background, as some of them have more limited experience learning Arabic compared to students with a madrasah or pesantren background, who have received more intensive Arabic instruction. These differences in background result in varying levels of students' initial ability to participate in the maharah kitabah lessons. Students with a foundation in Arabic tend to find it easier to participate in writing exercises, whereas students who lack a sufficient foundation still require more intensive, step-by-step, and personalized instruction (Azlina, 2026a).

These difficulties were further corroborated by the students' statements as informants in the study. The students reported that some of the difficulties they encountered when writing in Arabic included errors in spelling, the use of punctuation marks such as periods and commas, and the incorrect use of harakat. These errors sometimes made it difficult for the students to determine whether their writing conformed to the rules of Arabic writing. (Nisywan Al-Dzaki (Siswa MAN 2 Deli Serdang), 2026). This situation indicates not only students' ability to recall vocabulary or understand the material, but also their ability to correctly apply writing rules in their written work. Therefore, the teacher's role in the Maharah Kitabah learning process is crucial, as teachers not only guide students but also serve as models of correct writing and provide instruction tailored to students' individual ability levels.

These differences in students' abilities are also a concern for Arabic teachers when conducting Arabic language instruction. Based on an interview with Tengku Abdul Hafizh, students from Madrasah Tsanawiyah generally already possess basic skills in reading and writing Arabic, whereas students from public schools still require guidance at the foundational level. According to him, these differences in proficiency require teachers to implement a step-by-step learning process, starting with at-tansikh exercises to strengthen handwriting, followed by imla' to practice writing accuracy, and simple insya' to develop sentence-construction skills. Through these exercises, teachers can identify errors in letter

connections, the use of hamzah washal, the placement of harakat, and the application of nahwu and sharaf rules (Hafizh, 2026).

This indicates that the problems with Arabic writing skills observed in the field cannot be separated from the teacher's role in the learning process. Teachers need to understand students' circumstances and initial abilities so that instruction can be tailored to their needs. Adlan Lutfi Siregar explains that Arabic writing skills cannot be acquired solely through theoretical explanations but must be practiced continuously through activities such as at-tansikh, imla', and insya' (Siregar, 2026). Meanwhile, Azlina explained that during this process, teachers also use textbooks, whiteboards, and presentation materials to provide examples of correct writing so that students can directly observe the shapes of letters, how to connect them, and the use of vowel marks (Azlina, 2026). Each student has different abilities, so the teaching approach must be tailored to their individual characteristics and abilities. Students who are still struggling are given more intensive support through review of the material and basic exercises, while students who have mastered the material are given more challenging exercises, such as constructing simple sentences or paragraphs in Arabic (Azlina, 2026).

Based on these issues, it is clear that students' difficulties in writing Arabic are a problem that requires attention in the teaching of writing skills at MAN 2 Deli Serdang. These difficulties include errors in writing the Hijaiyah letters, connecting letters, the use and placement of harakat, and the formation of words and sentences. Therefore, Arabic teachers play a crucial role as mentors, motivators, and evaluators in the teaching and learning process. Teachers must be able to select appropriate teaching approaches, methods, and tools to help students improve their Arabic writing skills. Consequently, the optimal management of teachers' responsibilities is a key factor influencing the success of the maharah al-kitabah learning process. Based on this explanation, this study was conducted to examine how Arabic teachers can improve students' writing skills at MAN 2 Deli Serdang, particularly by reducing errors in Arabic letter formation and grammar that are influenced by differences in students' educational backgrounds.

Research Methodology

This study employs a qualitative research method with a descriptive approach. The qualitative method was chosen because this study aims to gain

an in-depth understanding of the phenomena occurring in the Arabic language learning process, particularly regarding the role of teachers in teaching writing skills at MAN 2 Deli Serdang. The descriptive approach was used to describe the facts discovered in the field systematically, factually, and accurately without manipulating the research subjects. Through this approach, the researcher seeks to comprehensively describe how teachers carry out their roles as facilitators, motivators, mentors, and evaluators in the teaching of writing skills, as well as the various challenges and efforts undertaken during the learning process. Qualitative research also emphasizes an understanding of the processes occurring in the field so that the data obtained can provide a complete picture of the phenomenon under study (Naamy & Si, 2019).

The study was conducted at MAN 2 Deli Serdang, Deli Serdang Regency, North Sumatra. The research location was chosen because it aligns with the focus of the study, namely Arabic language learning in the area of writing skills. In addition, based on the results of preliminary observations, various problems were still found regarding students' Arabic writing skills, such as errors in writing the Hijaiyah letters, connecting letters, using harakat, and constructing sentences according to Arabic grammar rules (Naiborhu et al., 2024). Pemilihan lokasi penelitian juga didasarkan pada kemudahan peneliti dalam memperoleh data yang dibutuhkan sehingga proses penelitian dapat dilaksanakan secara optimal sesuai dengan tujuan penelitian.

The data in this study consists of qualitative data obtained from various sources related to the research focus, namely the Arabic language learning process, the role of teachers in teaching writing skills, the challenges faced, and the efforts made by teachers to improve students' writing skills. According to Sinaga, qualitative research data consists of information obtained directly from various relevant sources, thereby providing an in-depth understanding of the phenomenon under study. (Naamy & Si, 2019). The data sources in this study consist of primary and secondary data sources. Primary data were obtained directly from Arabic teachers as the main informants and from 11th-grade students at MAN 2 Deli Serdang as supporting informants. Secondary data were obtained from various documents related to the study, such as teaching modules, learning resources, student assignments, grade records, and other documents supporting the conduct of the study. (Azlina, 2026).

Data collection was conducted using a triangulation approach that combined several methods to ensure that the data obtained was more comprehensive, in-

depth, and reliable. According to Sinaga, the use of various data collection methods aims to obtain more accurate information about the research subject (Sinaga, 2023). The first technique was observation, which involved direct observation of the Arabic writing instruction process in the classroom. Through observation, the researcher observed the teacher's activities in delivering the material, the teaching methods used, the instructional media, teacher-student interactions, and student participation throughout the learning process. The observation was conducted in a non-participatory manner, so the researcher acted solely as an observer without directly participating in the learning activities. The second technique is in-depth interviews conducted with Arabic teachers as the primary informants. The second technique is in-depth interviews conducted with Arabic teachers as the primary informants. The interviews were semi-structured, meaning the researcher followed a set of guiding questions but still allowed the informants the freedom to explain their experiences and perspectives regarding the teaching of writing skills. The third technique is documentation, which was used to supplement the data from the observations and interviews. This documentation included teaching materials, students' written work, photographs of activities, and other documents related to the study.

Results and Discussion

A. Writing Skills Instruction at MAN 2 Deli Serdang

Writing proficiency is one of the four Arabic language skills that students must master, in addition to listening, speaking, and reading proficiency (Hamidah, 2020). Writing proficiency (maharah kitabah) is classified as a productive skill because it requires students to be able to express their ideas, concepts, thoughts, and information in written form in accordance with the rules of the Arabic language (Tambunan, 2024). In Arabic language instruction, writing skills are not only focused on the ability to write the Hijaiyah alphabet correctly but also encompass vocabulary mastery, the application of grammatical (nahwu) and morphological (sharaf) rules, the proper use of vowel marks (harakat), and the ability to construct well-formed and correct sentences. Therefore, the development of writing skills requires a step-by-step process, continuous practice, and teacher guidance so that students can optimally develop their writing abilities. As demonstrated in this study, the goal of writing skills is for students to be able to express their thoughts and ideas

systematically in written Arabic in accordance with applicable linguistic rules (Aulia et al., 2024).

Writing instruction is carried out in several stages, namely at-tansikh, imla', and insya' (Muradi, 2015). The at-tansikh stage aims to train students to get accustomed to writing Arabic texts while paying attention to the shape of the letters, neatness of handwriting, and letter connections. Next, Imla' aims to accustom students to accurately write words or sentences dictated by the teacher in accordance with the rules of Arabic writing. As for "Insya'," this is a more advanced stage, as students are required to be able to construct simple sentences and even paragraphs in Arabic based on specific ideas or themes. These three stages are interrelated and inseparable, as each serves a distinct purpose in developing students' writing skills. Therefore, teachers must be able to select instructional methods appropriate to students' skill levels to ensure that learning objectives are achieved to the fullest extent possible.

The process of teaching Arabic writing has been carried out in stages, in accordance with the students' abilities. At the beginning of each lesson, the teacher first explains the material to be covered, then provides examples of how to correctly write Arabic letters, words, and sentences (Azlina, 2026). Afterward, students were given the opportunity to copy the examples provided by the teacher, complete writing exercises, and then discuss their work with the teacher. Throughout the learning process, the teacher actively provided guidance whenever errors were found in letter formation, letter connections, the use of vowel marks, or sentence structure. The learning environment was interactive because the teacher not only explained the material but also gave students the opportunity to ask questions and correct their writing immediately.

Tengku Abdul Hafizh pointed out that the teaching of writing skills at MAN 2 Deli Serdang does not focus solely on writing activities, but also takes into account each student's foundational skills. According to him, students coming from Madrasah Tsanawiyah generally already possess basic skills in reading and writing Arabic, whereas students from public schools still require guidance at the foundational level (Hafizh, 2026). Therefore, teachers implement a step-by-step learning approach by providing at-tansikh exercises to reinforce handwriting, followed by imla' to practice writing accuracy, and simple insya' as an exercise in sentence construction. He also explained that through these exercises, teachers can identify common mistakes made by students, such as

errors in connecting letters, the use of the hamzah washal, the placement of harakat, and the application of nahwu and sharaf rules. This information indicates that the teaching of maharah kitabah is not only focused on the final outcome but also on the process of gradually developing students' writing skills.

A similar point was made by Adlan Lutfi Siregar, who explained that success in learning Arabic script is greatly influenced by the intensity of the practice provided to students. According to him, the ability to write Arabic cannot be acquired solely through theoretical explanations but must be practiced continuously through text copying (at-tansikh), dictation exercises, and the composition of simple sentences (insya'). Teachers also use textbooks, whiteboards, and presentation media as tools to demonstrate correct writing so that students can directly observe the shapes of letters, how to connect them, and the proper use of harakat (Siregar, 2026). As a result, students gain a more hands-on learning experience, making it easier for them to understand the material presented.

In addition, Azlina explained that when teaching writing skills, teachers need to take into account the characteristics and abilities of each student. According to her, every student has different abilities, so the teaching approach used must also be tailored accordingly. Students who are still struggling are given more intensive support through repetition of the material and basic exercises, while students who have mastered the material are given more challenging exercises, such as composing simple sentences or paragraphs in Arabic (Azlina, 2026). This approach is implemented so that all students have learning opportunities tailored to their needs, allowing their writing skills to develop gradually.

Writing instruction at MAN 2 Deli Serdang has been implemented systematically through the stages of at-tansikh, imla', and insya'. Teachers not only deliver the material but also provide ongoing practice, guide students throughout the learning process, and adapt teaching strategies to students' abilities (Azlina, 2026). The teaching of Arabic writing skills is greatly influenced by the application of appropriate teaching methods, continuous practice, and the active involvement of teachers in guiding students throughout the learning process. Thus, the teaching of Arabic writing skills at MAN 2 Deli Serdang has demonstrated that the learning process is not only focused on

mastering theory but also on the gradual development of Arabic writing skills through continuous practice and teacher guidance.

B. The Role of Teachers as Facilitators

Teachers as facilitators play a crucial role in the learning process. As facilitators, teachers do not merely convey information; they are also responsible for providing various resources, learning experiences, and a learning environment that help students achieve their learning objectives to the fullest extent possible. This role requires teachers to be able to create a conducive, active, creative, and enjoyable learning atmosphere so that students can be directly involved in every learning activity. In addition, teachers are also required to be able to select strategies, methods, media, and learning resources that are appropriate for the characteristics of their students so that the learning process takes place effectively. According to (Rahman, 2023), As facilitators, teachers are responsible for helping students gain learning experiences by providing a supportive learning environment, using appropriate teaching methods, and giving students opportunities to actively participate throughout the learning process. Thus, the success of learning is determined not only by the teacher's mastery of the subject matter but also by the teacher's ability to facilitate students' learning needs. In Arabic language instruction, particularly in the area of writing skills, the teacher's role as a facilitator is crucial because writing is a productive skill that requires continuous practice.

Teaching Arabic writing skills cannot be limited to the presentation of theoretical material; it must be accompanied by various activities that provide students with opportunities to practice their writing skills directly. Therefore, teachers need to provide varied teaching methods, engaging learning materials, and exercises appropriate to the students' skill levels. Through these approaches, students are expected to be able to understand the shapes of the Hijaiyah letters, the use of harakat, vocabulary construction, and the composition of Arabic sentences in accordance with the rules of nahwu and sharaf (Fitri & Fanirin, 2023) explains that teachers, as facilitators, must be able to create interactive, student-centered learning experiences so that the learning process becomes more meaningful and improves student learning outcomes.

As facilitators, teachers also have a responsibility to understand the characteristics and learning needs of each student. This is because students' initial abilities in learning Arabic are not always the same. Some students already have a foundation in Arabic from previous grade levels, while others

still require guidance at the basic level. These differences require teachers to be able to adapt their teaching strategies, exercise formats, and instructional materials so that all students have equal learning opportunities. Teachers also need to provide students with opportunities to ask questions, engage in discussions, and attempt to complete tasks independently so that learning becomes more active and helps boost students' confidence in developing their Arabic writing skills. In this way, teachers are not merely providers of information but also mentors who help students overcome the various challenges they face during the learning process.

Arabic teachers have fulfilled their role as facilitators by providing various forms of learning activities that support the mastery of writing skills. Teachers implement at-tansikh, imla', and insya' exercises tailored to students' abilities, utilize textbooks and learning materials to support the learning process, and provide opportunities for students to actively ask questions, engage in discussions, and revise their written work. In addition, the teacher also adapts the learning methods to the students' basic abilities so that students who are still experiencing difficulties receive more intensive guidance. (Azlina, 2026). The findings indicate that the Arabic teachers at MAN 2 Deli Serdang have fulfilled their role as facilitators in accordance with the theories presented in the literature review, namely by facilitating learning, providing meaningful learning experiences, and creating a learning environment that supports the development of students' writing skills.

The role of Arabic teachers as facilitators at MAN 2 Deli Serdang has been carried out effectively through the provision of textbooks, whiteboards, presentation materials, and the implementation of at-tansikh, imla', and insya' exercises. However, the use of learning media can still be developed to be more varied and tailored to students' diverse abilities. This is important so that students not only receive writing examples from their teachers but also gain a more active and engaging learning experience. The development of these teaching materials and the variety of exercises are expected to help students who still struggle with recognizing letters, connecting letters, using vowel marks, or constructing sentences in Arabic. Thus, the resources already used by teachers can be utilized more effectively to support students' writing skills. This critique serves as feedback to improve the learning process; it does not imply that the resources currently used by teachers are not functioning well.

C. The Role of Teachers as Motivators and Mentors

Teachers, as motivators and mentors, play a crucial role in boosting students' enthusiasm and interest in learning throughout the learning process. This role is realized through various efforts that encourage students to be more active, confident, and eager to continue learning. The theoretical review in this research proposal explains that teachers can foster students' motivation to learn by offering praise, grades, or rewards as a form of appreciation for the learning outcomes they have achieved. In addition, teachers provide constructive feedback and guidance on students' learning outcomes so that students can track their progress. Teachers also assist students who are struggling academically, both individually and in groups, and use a variety of teaching methods to ensure that the learning process remains engaging. These efforts have proven effective in increasing students' active participation and interest in learning Arabic (Fitri & Fanirin, 2023)

In the teaching of Arabic writing skills, motivation plays a major role in students' success in mastering these skills. This is because Arabic writing is a skill that requires precision, perseverance, and continuous practice. Students with high learning motivation will be more enthusiastic about participating in lessons, more willing to try writing, and less likely to give up when they make mistakes in writing letters, using harakat, or constructing Arabic sentences. Conversely, students with low motivation tend to be passive and lack enthusiasm in participating in the learning process. Therefore, teachers have a responsibility to create a learning environment that inspires students' enthusiasm for learning so that the learning objectives for Arabic writing skills can be optimally achieved. As explained by (Fitri & Fanirin, 2023), The motivation provided by teachers will have a positive impact on students' interest, engagement, and academic success in Arabic language learning.

The teacher's role as a motivator is also reflected in their ability to give attention to each student according to their learning needs. Teachers not only reward students who achieve good learning outcomes but also encourage students who are still struggling to maintain their enthusiasm for learning. Through this motivation, students will feel valued, cared for, and confident that they are capable of improving their skills (Al-ghifari et al., 2025). Thus, the motivation provided by teachers not only serves to improve learning outcomes but also fosters students' self-confidence, sense of responsibility, and willingness to learn throughout the learning process.

The Arabic teacher has fulfilled their role as a motivator by encouraging and inspiring students during their writing skills lessons. The teacher acknowledges students' learning achievements, provides feedback on each writing exercise, and continually encourages students not to give up easily when they encounter difficulties in writing Arabic. In addition, the teacher uses a variety of teaching methods to make the learning process more engaging and to increase student participation (Azlina, 2026). These findings indicate that the teacher's role as a motivator has been fulfilled in accordance with the theories presented in the literature review—namely, the ability to foster enthusiasm, increase interest in learning, and encourage students to be more active in participating in the maharah kitabah lessons. Therefore, teachers are required to have the ability to understand the needs of each student so that the guidance provided can be effective. Through this role, teachers can help students develop in terms of knowledge, skills, and attitudes throughout the learning process (Rahman, 2023).

In teaching Arabic calligraphy, the teacher's role as a mentor is essential because the ability to write in Arabic cannot be mastered through theory alone but requires continuous guidance. Teachers must guide students starting with how to write the Hijaiyah letters correctly, connect letters according to the rules, use harakat correctly, and construct words and sentences in Arabic (Gusnia, 2022). In addition, teachers provide guidance when students make writing mistakes so that they understand where they went wrong and can correct their errors in subsequent exercises. With this ongoing guidance, students will find it easier to understand the material, and their writing skills will gradually improve.

Arabic teachers in the Maharah Kitabah program serve as mentors by helping students who struggle with writing in Arabic. By providing ongoing guidance, Arabic teachers can help students improve their ability to use the Arabic language (Sofa & Rahmaini, 2024). As mentors, teachers also have a responsibility to pay attention to all students without discriminating based on their abilities. Students who already possess basic Arabic language skills are given guidance to develop better writing skills, while students who are still experiencing difficulties receive more intensive guidance tailored to their learning needs. Through this guidance, teachers can help students overcome various obstacles they face while learning maharah kitabah, so that the learning process is more effective and learning objectives can be optimally achieved. The

teacher's role as a mentor also reflects their concern for students' learning development, both academically and in building self-confidence while studying Arabic.

The Arabic teacher has fulfilled their role as a mentor by providing guidance and support to students during the writing skills learning process. The teacher guides students who are having difficulty writing the Hijaiyah letters, using harakat, connecting letters, and applying the rules of nahwu and sharaf. In addition, the teacher gives students the opportunity to correct their writing after receiving an explanation of where they made mistakes. Teachers also tailor their guidance to each student's individual abilities so that every student receives support tailored to their specific needs (Azlina, 2026). The findings indicate that Arabic teachers at MAN 2 Deli Serdang have fulfilled their role as mentors in accordance with the theories presented in the literature review, namely by providing guidance, assistance, and support to students so that they can develop their writing skills in a gradual and sustainable manner. However, the provision of motivation and guidance can still be improved to be more tailored to the needs and difficulties of each student. For example, students who struggle with letter connections can be given more specialized exercises on letter connections, while students who struggle with the use of harakat can receive exercises that focus more on the use of harakat. Thus, the motivation provided not only encourages students to continue learning but is also accompanied by guidance that helps them understand concrete steps to correct their mistakes. This can make the learning process more focused and help students gradually improve their Arabic writing skills.

D. The Role of Teachers as Evaluators

The teacher's role as an evaluator is an integral part of the learning process. The theoretical review in this research proposal explains that teachers, as evaluators, are responsible for assessing both the learning process and the learning outcomes of students to determine the extent to which learning objectives have been achieved. Through evaluation, teachers can track students' progress, identify difficulties encountered during the learning process, and determine the necessary corrective measures to further improve learning outcomes. Therefore, evaluation serves not only as a tool for assigning grades but also as a means to continuously improve the quality of learning. Teachers are expected to conduct evaluations objectively, comprehensively, and consistently so that the results truly reflect students' abilities (Rahman, 2023).

In teaching writing skills, assessment plays a very important role because writing skills are evaluated not only based on the final written product but also on the process students go through during the learning process. Teachers need to pay attention to various aspects of assessment, such as the accuracy of writing the Hijaiyah letters, letter connections, the use of harakat, vocabulary mastery (mufradat), the application of nahwu and sharaf rules, as well as students' ability to correctly construct Arabic words and sentences. The results of this evaluation serve as a basis for teachers to assess each student's abilities and determine the appropriate form of guidance or follow-up tailored to their learning needs. Thus, evaluation plays a vital role in efforts to improve the quality of maharah kitabah instruction.

As evaluators, teachers also have a responsibility to provide feedback on students' learning outcomes. This feedback is intended to help students identify their strengths and areas for improvement so they can correct their mistakes in future lessons. In addition to providing assessments, teachers also need to offer constructive guidance and advice to further motivate students to improve their Arabic writing skills. Through continuous evaluation, teachers can monitor students' learning progress over time, ensuring that the learning process is more effective and that learning objectives are optimally achieved.

The Arabic teacher has fulfilled their role as an evaluator by assessing students' writing skills through various writing exercises and assignments. The assessment focuses on the accuracy of letter formation, the use of harakat, word and sentence structure, and the application of Arabic grammar rules. In addition to assigning grades, the teacher also provides corrections and feedback on the students' written work so that they are aware of the mistakes they need to correct in their next exercises (Azlina, 2026). The results of this evaluation are also used by teachers as a basis for determining the type of guidance and practice best suited to each student's abilities. These findings indicate that Arabic teachers at MAN 2 Deli Serdang have fulfilled their role as evaluators in accordance with the theories presented in the literature review—namely, conducting ongoing assessments to monitor students' learning progress while simultaneously improving the quality of writing skills instruction.

The assessments conducted by teachers have provided an overview of students' abilities through writing exercises and assignments, as well as corrections and feedback. However, these assessments can be further developed by providing more detailed evaluations based on the types of errors students

make, such as letter spelling errors, letter connections, the use of vowel marks, vocabulary, and the application of the rules of nahwu and sharaf. With this more targeted assessment, teachers will find it easier to determine follow-up exercises tailored to each student's specific challenges. Additionally, students will gain a better understanding of which areas need improvement, ensuring that assessments not only measure learning outcomes but also serve as a foundation for continuous improvement in writing skills.

E. Arabic Teacher Competencies

Arabic teachers at MAN 2 Deli Serdang have demonstrated the competencies necessary to teach writing skills. They are able to plan and conduct lessons tailored to students' needs, use a variety of teaching methods, and evaluate students' learning outcomes (Azlina, 2026). These skills demonstrate pedagogical competence in effectively managing the learning process.

In addition, teachers also demonstrated professional competence through their mastery of writing skills and the application of the at-tansikh, imla', and insya' methods in the classroom. Teachers were able to guide students according to their ability levels and provide solutions to the difficulties students faced during the learning process. Furthermore, the teachers' ability to establish communication with students and provide motivation during instruction reflects strong social and personal competencies. These findings indicate that Arabic teachers at MAN 2 Deli Serdang possess the competencies outlined in Law No. 14 of 2005, Chapter II, Article 2, paragraph (1), regarding Teachers (Candra Wijaya, 2023), namely pedagogical, personal, social, and professional competencies that mutually reinforce one another in improving the quality of Arabic language instruction. In this regard, a teacher is considered professional if they perform their duties with a distinctive demeanor, demonstrate dedication, and carry out tasks that focus on expertise in both content and methodology. A teacher's expertise is formally recognized through certification, accreditation, and licensing from the government and professional organizations (Rahman, 2023).

Arabic teachers' competencies already support the effective teaching of writing skills. However, these competencies can still be further developed, particularly in adapting teaching methods and exercise formats to students' varying abilities (Azlina, 2026). This development is necessary so that teachers can make the most of their existing competencies to help students overcome

difficulties in writing Arabic and improve their skills gradually and continuously.

Conclusion

Based on the results of a study on the Role of Arabic Teachers in Teaching Writing Skills to Students at MAN 2 Deli Serdang, it can be concluded that Arabic teachers have effectively fulfilled their role in supporting the development of writing skills. Instruction is carried out through several stages tailored to students' abilities, namely by applying the at-tansikh, imla', and insya' methods, so that students gain a gradual learning experience in writing Arabic. Teachers also provide students with opportunities for continuous practice so that their writing skills continue to develop.

The teacher's role as a facilitator is realized by providing various methods, media, and learning resources that support the development of writing skills. As motivators, teachers offer encouragement, appreciation, and inspiration to students so that they become more confident and active in participating in the learning process. As a mentor, the teacher provides guidance and support to students who experience difficulties in writing letters, using vowel marks, constructing sentences, and applying Arabic grammar rules. Furthermore, as an evaluator, the teacher assesses students' learning outcomes through various forms of writing exercises and assignments, then provides feedback to help them improve so that their writing skills continue to advance.

The research findings also indicate that Arabic teachers at MAN 2 Deli Serdang possess the pedagogical, professional, social, and personal competencies necessary to support the teaching of writing skills. These competencies are evident in the teachers' ability to plan lessons, master the subject matter, select appropriate teaching methods, guide students according to their needs, and create an active and conducive learning environment. Although there are still some challenges, such as differences in students' foundational abilities and limited mastery of Arabic vocabulary, teachers continue to address these through ongoing practice, individual guidance, and the use of varied teaching methods. Thus, the role of teachers makes a positive contribution to improving students' writing skills at MAN 2 Deli Serdang and is one of the key factors in achieving the learning objectives for Arabic.

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