



Sathar: Jurnal Pendidikan Bahasa dan Sastra Arab

Vol. 4 No.2 Juni-November 2026

E-ISSN: 2987-0909

Development of Digital Posters as a Learning Medium to Improve the Writing Skills of Students at Pondok Pesantren Tahfidz Quran As-Shofa

Rifqu Haziq Al-Jumar, Zulfahmi Lubis

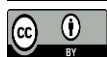
Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Corresponding E-mail: rifqu0302223041@uinsu.ac.id

ABSTRACT

Maharah Kitabah learning at Pesantren Tahfizul Qur'an As-Shofa faces difficulties in writing connected hijaiyah letters, mastering vocabulary, and constructing simple sentences. This study aimed to develop a digital poster as a supporting medium for *Maharah Kitabah* learning and to examine changes in students' writing ability after its use. This research employed a Research and Development (R&D) method using the 4D model, consisting of Define, Design, Develop, and Disseminate stages. The study involved 16 seventh-grade students at Pesantren Tahfizul Qur'an As-Shofa. Product feasibility was assessed by material, media, and language experts. The validation results obtained 88.89%, 88.89%, and 93.75%, respectively, with an overall average of 90.38%, categorized as highly recommended. The average score increased from 59.69 in the pre-test to 69.38 in the post-test, an increase of 9.69 points. However, the N Gain was 0.19, categorized as low. Therefore, the digital poster is feasible as a supporting medium for *Maharah Kitabah* learning.

Keywords: *Digital Poster, Learning Media, Maharah Kitabah*



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license. DOI: 10.59548/js.v4i2.831

Introduction

Pesantren *Tahfizul Qur'an As-Shofa* is an Islamic boarding school focused on the Qur'an memorization program for its students (santri). Field findings reveal a gap between memorization ability and writing ability: although students are accustomed to memorizing Qur'anic verses, their ability to write Arabic (hijaiyah) letters correctly remains relatively low. This gap is both the social reality and the focus of this research, since learning at Pesantren *Tahfizul Qur'an As-Shofa* has so far emphasized oral memorization while structured practice in writing hijaiyah letters has not yet become routine.

Arabic learning covers four main skills: listening (*Maharah Istima'*), speaking (*Maharah Kalam*), reading (*Maharah Qira'ah*), and writing (*Maharah Kitabah*). *Maharah Kitabah* is particularly difficult because learners must not only recognize letter shapes but also write them accurately, master vocabulary, and construct meaningful sentences an-ability that must be trained gradually (Annajmi et al., 2024; Ramadhani, 2024), and made harder by differences between the Arabic and Indonesian writing systems (Fariz et al., 2025; Lina & Mahdi, 2024).

These difficulties point to the importance of learning media that present material clearly, systematically, and observably, helping learners gain more concrete experiences. In *Maharah Kitabah*, visual media can show letter shapes, vocabulary, and sentence-construction patterns in stages, and prior research confirms that media selection is important for achieving Arabic writing skills (Annashir et al., 2024).

The development of educational technology has opened opportunities for visual media in digital form. A digital poster can present text, illustrations, colors, and sample material in a single display, so information is shown concisely and clearly. In Arabic learning, this format can display letter writing, vocabulary, and sentence structure visually, giving students a reference before practicing an approach also reflected in Canva-based media and Canva-based comic media for presenting Arabic material (Nisa' & Muhaimin, 2025).

Research by Sasmita and Prayudi, in an article entitled "The Development of Digital Poster Learning Media in Social Studies", published in the *Jurnal Pendidikan dan Media Pembelajaran*, shows that digital posters have a high level of feasibility after undergoing an expert validation process. In addition, digital poster media can support learning by presenting information visually in

a way that is easy to see and understand (Sasmita & Prayudi, 2024). This suggests digital posters have potential as learning media because they convey information concisely and attractively, though such media can still be adapted to specific learning needs. Based on this, the researcher developed a digital poster tailored to Arabic-language material, specifically to improve *Maharah Kitabah*.

During initial observations on 14 March 2026 at Pesantren *Tahfizul Qur'an As-Shofa*, it was found that students' *Maharah Kitabah* ability still needed improvement. Discussions with the subject teacher revealed that Arabic learning was still dominated by the lecture method assisted by a projector, while media specifically designed to support *Maharah Kitabah* were still inadequate (Erde, 2026). Leaving students without clear visual references for forming letters and sentences. This research focused on 16 seventh-grade students, based on the teacher's recommendation, so findings are specific to that group rather than representative of all students at Pesantren *Tahfizul Qur'an As-Shofa*.

A digital poster was chosen because it matches the available learning facilities and can be used through a projector as well as digital devices. The product in this study contains basic- to intermediate-level *Maharah Kitabah* material, covering the writing of connected hijaiyah letters, *mufradat* (vocabulary), and the construction of simple sentences. This material was adapted to student needs identified during the initial analysis stage (Mahmudah et al., 2024).

The choice of a digital poster was also based on the consideration that repeated, easily observable visual presentation can help students remember the shapes of hijaiyah letters more concretely, so that it is expected to make a direct contribution to writing accuracy, rather than merely functioning as an ordinary visual aid.

Previous research on digital media and Arabic learning shows several forms of media development. Some studies have developed Canva-based learning media for Arabic learning, multimedia-based interactive media using Microsoft PowerPoint, animated-video-based media, and graphic-design-based learning media (Aini, 2023; Asrullah, Muhammad Yaumi, 2023; Retnowati Satyaningrum & Atmaja, 2022). From these previous studies, digital posters have mostly been applied to general subjects such as Social Studies or Pancasila Education, whereas in the field of *Maharah Kitabah*, development has still

focused on media such as language games or textbooks. This is the gap the researcher sought to fill (Nasution et al., 2023; Putri & Irianto, 2025; Sadiyah & Rezania, 2023; Syaifudin, 2020). Based on this review, there is still room to develop a digital poster specifically directed at *Maharah Kitabah* in the pesantren environment. The novelty of this research lies in the development of a digital poster that combines visual presentation with material on writing connected hijaiyah letters, *mufradat*, and simple sentences.

Literature Review

To ensure originality, the researcher reviewed several prior studies on developing learning media, including media supporting *Maharah Kitabah*. Sasmita and Prayudi's study on digital poster media in Social Studies is similar in developing a digital poster, but differs in subject area Social Studies versus Arabic/*Maharah Kitabah* here (Sasmita & Prayudi, 2024). That study supports the claim that digital posters can serve as learning media, while this research tailors the poster specifically to *Maharah Kitabah* needs.

Nisa' and Muhaimin's study on Canva-based interactive media for Arabic learning is similar in its use of digital media, but developed Canva-based media for Arabic learning in general, whereas this research develops a digital poster specifically for *Maharah Kitabah*, in a simpler format focused on that material (Nisa' & Muhaimin, 2025). The researcher observes that the use of digital media in that study can support Arabic learning. However, this research chose a simpler poster format focused specifically on *Maharah Kitabah* material.

The next study, entitled "An Analysis of Booklet Media Development in *Maharah Kitabah* Learning", shares a similarity in its focus on *Maharah Kitabah* learning. The difference lies in the form of media used, namely a booklet, whereas this research uses a digital poster. According to the researcher, that study shows that *Maharah Kitabah* can be supported by media suited to the characteristics of the material. In this research, a poster was chosen because it can display sample material visually and concisely.

The study entitled "The Development of Android-Based Interactive Media (My Kitabah) for *Maharah Kitabah* at SMP IT Mutiara Hati Semarang" also shares a similarity with this research, as both develop learning media to support *Maharah Kitabah*. The difference lies in the form of media developed: that study produced an Android-based interactive medium, whereas this research develops a digital poster that can be used as a visual reference in learning to write Arabic (Fatikhasari & Irawati, 2024). The researcher chose a digital poster

because it can be displayed through a projector, allowing it to be used collectively during the learning process without requiring students' personal devices.

The following study, entitled "The Development of *Mahārah Al-Kitābah* Learning Media Through Language Games for Fourth-Grade MI Students", shares a similarity in developing learning media aimed at improving *Maharah Kitabah* ability. The difference lies in the form and manner of presenting the media, namely using language games, whereas this research uses a digital poster. In addition, this research focuses its material on writing connected hijaiyah letters, *mufradat*, and simple sentences within the context of Arabic learning in a tahfiz pesantren environment (Arniati et al., 2025). According to the researcher, this difference in media form provides room to develop visual media that is better suited to the material found in the learning setting at the research site.

Based on this comparison of five previous studies, the novelty of this research lies in developing a digital poster specifically for writing connected hijaiyah letters, *mufradat*, and simple sentences in Arabic learning within a tahfiz pesantren environment differing from prior studies in media form, material, and context of use, tailored to the needs of Pesantren *Tahfizul Qur'an As-Shofa*.

This research aims to (1) develop a digital poster as a *Maharah Kitabah* learning medium at Pesantren *Tahfizul Qur'an As-Shofa*, and (2) determine the change in students' *Maharah Kitabah* ability after using it. The findings are expected to offer an alternative learning medium for Arabic teachers and inform future development of *Maharah Kitabah* media.

Research Methodology

This study employed a research and development (R&D) methodology. Research and development is used to create or refine specific products through systematic development stages (Sugiyono, 2022). In this study, the approach was used to create digital posters as a learning medium for *Maharah Kitabah*; the product was then evaluated for its suitability before being used in classroom instruction.

The product developed in this study was a digital poster as a learning medium for *Maharah Kitabah*. The development model used was the 4D model developed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. This

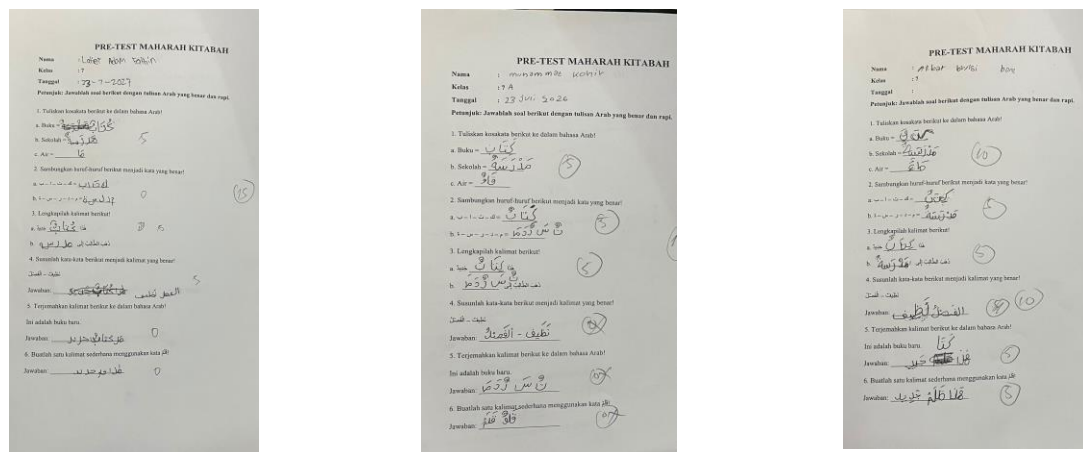
model consists of four stages: Define, Design, Develop, and Disseminate (Thiagarajan et al., 1974). The model was selected because it provides a systematic development process covering needs analysis, design, development, validation, and limited dissemination.

A. Define

The *Define* stage examined learning conditions and student needs as a basis for media development. The researcher conducted an online phone interview with the Arabic subject teacher on 14 March 2026, finding that students still struggled with connecting hijaiyah letters, writing *mufradat*, and constructing simple sentences difficulties linked to limited learning media, since instruction was still dominated by the lecture method, using only a projector to support the instruction (Erde, 2026).

To strengthen the results of this interview, the researcher also provided documentary evidence from the pre-test administered to 16 seventh-grade students. The pre-test results showed that students' initial Arabic writing ability varied, and some pieces of writing showed difficulties in writing letters, vocabulary, and constructing simple sentences. Documentation of the pre-test results was used as supporting evidence to give an overview of the quality of students' initial *Maharah Kitabah* ability before using the developed medium.

Some examples of students' writing are presented in Figure 4.1.



Source: Researcher's Pre-Test Documentation, 2026.

B. Design

The *Design* stage involved creating the poster's initial design: determining material, arranging content, and deciding layout, fonts, colors, and placement, from basic to more complex so students could progress in stages. Content

covers (1) connected hijaiyah letters, (2) *mufradat* writing examples and exercises, (3) completing simple sentences, (4) arranging words into simple sentences, and (5) applying vocabulary in sentences each with a writing example serving as both information and a practice guide.

The digital poster was designed to be used in learning with the assistance of a projector or other digital devices. The visual design took into account simplicity, unity, emphasis, balance, legibility, and the compatibility between text and illustration so that information could be clearly received by students. These principles were used as the basis for determining the layout, typography, colors, and presentation of sample material on the poster (Smaldino et al., 2011). The design also took into account the requirements of Arabic writing skills, particularly the accuracy of letter shapes, vocabulary, and text construction. The use of digital media such as Canva has also been utilized in *Maharah Kitabah* learning to support the process of learning to write Arabic (Khoiroh, 2023b) (Mahmudah et al., 2024). The use of digital media in *Kitabah* learning reflects the growing use of technology to support the learning of Arabic writing skills (Dewi et al., 2024).

C. Develop

The *Develop* stage produced the poster based on the design, followed by validation and revision based on the validators' assessment and suggestions. The material-expert validator was Kamalia, a lecturer in Arabic Language Education; the media-expert validator was Hendra Kurniawan, also a lecturer in Arabic Language Education; and the language-expert validator was Fahrurrozi, Head of the Arabic Language Education Study Program.

Each validator examined the poster within their field: the material expert assessed the material's suitability with *Maharah Kitabah* objectives, content accuracy, presentation order, clarity of hijaiyah letter, *mufradat*, and sentence examples, and suitability to students' abilities; the media expert assessed layout, legibility, typography, color use, text-illustration balance, and ease of use; and the language expert assessed spelling, hijaiyah writing, vocabulary and sentence-structure accuracy, punctuation, and clarity of language. Their results and suggestions formed the basis for revising the poster.

After revision, the poster was used in learning with the seventh-grade students. Expert validation for *Maharah Kitabah* media has similarly been applied in developing Android-based media and Khat-based teaching materials, underscoring its role in ensuring feasibility before use (Auliya, H.,

Mukmin, Hidayah, N., Afwannisa, N., & Pratama, 2025; Fatikhasari & Irawati, 2024).

D. Disseminate

The Disseminate stage is the product-dissemination stage. In this research, dissemination was carried out on a limited basis at Pesantren *Tahfizul Qur'an As-Shofa*, the research site. The subjects were 16 seventh-grade students at Pesantren *Tahfizul Qur'an As-Shofa*, selected on the teacher's recommendation and tailored to the research objective of determining the poster's use as a *Maharah Kitabah* learning medium.

Data were collected through interviews, documentation, validation sheets, and tests. The interview with the Arabic subject teacher, conducted by phone on 14 March 2026, gathered information on the Arabic learning process, media used, and students' *Maharah Kitabah* difficulties, forming the basis for determining media needs.

Documentation recorded research activities and students' pre-test/post-test writing. Validation sheets assessed the poster's feasibility from material, media, and language experts. Tests measured *Maharah Kitabah* ability before and after using the poster. Pre-test and post-test scores were analyzed by average, and improvement was analyzed using N-gain, comparing results before and after use. The N-gain formula used is:

$$N - Gain = \frac{Post - TestScore - Pre - TestScore}{MaximumScore - Pre - TestScore}$$

The N-gain criteria used were:

N-gain Value	Category
≥ 0.70	High
0.30–0.69	Moderate;
< 0.30	Low.

Results and Discussion

A. The Process of Developing a 4D Model-Based Digital Poster

1. Results of Digital Poster Development

The product produced is a digital poster for *Maharah Kitabah* learning among seventh-grade students at Pesantren *Tahfizul Qur'an As-Shofa*, developed from initial observations on 14 March 2026 through a phone interview with the Arabic subject teacher.

Observations showed students' Arabic writing ability still needed improvement, particularly in connecting hijaiyah letters, *mufradat*, and constructing simple sentences also evident in the pre-test on 23 July 2026, where writing showed difficulty distinguishing and connecting letter shapes and forming simple sentences. The following shows students' writing before using the product:

This called for media that present *Maharah Kitabah* material more visually, simply, and understandably. A digital poster was chosen because it combines text, writing examples, images, colors, and layout, letting students observe writing examples directly rather than relying only on verbal explanation. The poster covers connected hijaiyah letters, *mufradat*, and simple sentences, arranged from basic to complex, each topic accompanied by examples of letter writing, vocabulary, and sentence construction.

The product's appearance is as follows:

POSTER 1

HURUF HJAIYAH BERSAMBUNG

Huruf	Awal	Tengah	Akhir	Contoh Kata
ا	ا	ا	ا	أنا (Singa)
ب	ب	ب	ب	باب (Pintu)
ت	ت	ت	ت	تاج (Mahkota)
ث	ث	ث	ث	ثوب (Baju)
ج	ج	ج	ج	جميل (Indah)
ح	ح	ح	ح	حديقة (Taman)
خ	خ	خ	خ	خبز (Roti)
د	د	د	د	درس (Pelajaran)
ذ	ذ	ذ	ذ	ذهب (Emas)
ر	ر	ر	ر	رجل (Laki-laki)
ز	ز	ز	ز	زهرة (Bunga)
س	س	س	س	سعد (Kari)
ص	ص	ص	ص	صباح (Matahari)
ض	ض	ض	ض	ضرب (Slap)
ط	ط	ط	ط	طائر (Burung)
ظ	ظ	ظ	ظ	ظلم (Zulm)
ق	ق	ق	ق	قلم (Pena)
ك	ك	ك	ك	كتاب (Buku)
ل	ل	ل	ل	ليل (Lidah)
م	م	م	م	مدرسة (Sekolah)
ن	ن	ن	ن	نحو (Cahaya)
هـ	هـ	هـ	هـ	هاتف (Telepon)
و	و	و	و	وزن (Mawar)
ز	ز	ز	ز	زيت (Membaras)
ي	ي	ي	ي	يد (Tangan)

Figure 1. Connected Hijaiyah Letters Poster Material Before Revision. Source: Digital Poster Designed by the Researcher, 2026.

POSTER 1

HURUF HJAIYAH BERSAMBUNG

Huruf	Awal	Tengah	Akhir	Contoh Kata
ا	ا	ا	ا	أنا (Singa)
ب	ب	ب	ب	باب (Pintu)
ت	ت	ت	ت	تاج (Mahkota)
ث	ث	ث	ث	ثوب (Baju)
ج	ج	ج	ج	جميل (Indah)
ح	ح	ح	ح	حديقة (Taman)
خ	خ	خ	خ	خبز (Roti)
د	د	د	د	درس (Pelajaran)
ذ	ذ	ذ	ذ	ذهب (Emas)
ر	ر	ر	ر	رجل (Laki-laki)
ز	ز	ز	ز	زهرة (Bunga)
س	س	س	س	سعد (Kari)
ص	ص	ص	ص	صباح (Matahari)
ض	ض	ض	ض	ضرب (Slap)
ط	ط	ط	ط	طائر (Burung)
ظ	ظ	ظ	ظ	ظلم (Zulm)
ق	ق	ق	ق	قلم (Pena)
ك	ك	ك	ك	كتاب (Buku)
ل	ل	ل	ل	ليل (Lidah)
م	م	م	م	مدرسة (Sekolah)
ن	ن	ن	ن	نحو (Cahaya)
هـ	هـ	هـ	هـ	هاتف (Telepon)
و	و	و	و	وزن (Mawar)
ز	ز	ز	ز	زيت (Membaras)
ي	ي	ي	ي	يد (Tangan)

Figure 2. Connected Hijaiyah Letters Poster Material After Revision. Source: Digital Poster Designed by the Researcher, 2026.



Figure 3. Mufradat Poster Material Before Revision. Source: Digital Poster Designed by the Researcher, 2026.



Figure 4. Mufradat Poster Material After Revision. Source: Digital Poster Designed by the Researcher, 2026.



Figure 5. Simple Sentence Poster Material Before Revision. Source: Digital Poster Designed by the Researcher, 2026.



Figure 6. Simple Sentence Poster Material After Revision. Source: Digital Poster Designed by the Researcher, 2026.

2. Results of Digital Poster Validation

After the initial poster was developed, it underwent validation by three experts material, media, and language using a rating scale of 1 to 4 to determine feasibility before use in learning. The material expert gave a score of 32 out of 36 (88.89%), falling in the 81–100% “highly recommended” range; this assessment covered the material's suitability with *Maharah Kitabah* outcomes, content accuracy, presentation order, and the clarity of hijaiyah letter, *mufradat*, and sentence examples. The media expert likewise gave 32 out of 36 (88.89%, highly recommended), assessing display design, layout, legibility of Arabic and Latin script, color and format consistency, illustration use, resolution quality, and the design's ability to support student interest and motivation. The language expert gave 30 out of 32 (93.75%, highly recommended), assessing spelling accuracy, hijaiyah letter writing, Arabic-term use, language level, text legibility, sentence structure and effectiveness, and clarity of translated meaning. Overall, the validation results from the three experts can be seen in the following table.

Table 1. Digital Poster Validation Results			
Validator	Score Obtained	Maximum Score	Percentage/ Category
Subject-Matter Expert	32	36	88.89% Highly Recommended
Media Expert	32	36	88.89% Highly Recommended
Language Expert	30	32	93.75% Highly Recommended

Total	94	104	90.38% Highly Recommended
-------	----	-----	---------------------------

Source: Primary Data from Expert Validation Sheets, 2026.

Based on this table, the validation results show an overall percentage of 90.38%, categorized as highly recommended. These results show that the product has met the feasibility criteria for material, media, and language. This finding is consistent with the research of Sasmita and Prayudi (2024), which showed that a digital poster can achieve a high level of feasibility after expert validation. Thus, the digital poster developed can be used as a supporting learning medium after revision (Sasmita & Prayudi, 2024).

3. Pre-Test Results

Before using the digital poster, students were given a Pre-Test to determine their initial ability in *Maharah Kitabah*. Based on the Pre-Test results of the 16 students, a total score of 955 was obtained. The average Pre-Test score is: $955 \div 16 = 59.69$

Thus, the average score of students' initial ability is **59.69**.

These results show that students' initial *Maharah Kitabah* ability was not yet optimal. In addition, there were differences in initial ability among students.

4. Post-Test Results

After participating in learning using the digital poster, students were given a Post-Test to measure their *Maharah Kitabah* ability after using the medium. Based on the Post-Test results, a total score of 1,110 was obtained from the 16 students. The average Post-Test score is: $1,110 \div 16 = 69.38$

Thus, the average Post-Test score is **69.38**.

Compared with the average Pre-Test score, there was an increase of:

$$69.38 - 59.69 = 9.69$$

Thus, students' average score increased by **9.69 points**.

Table 2. Comparison of Pre-Test and Post-Test Results		
Description	Pre-Test	Post-Test
Number of students	16	16
Total score	955	1,110
Average score	59.69	69.38
Average increase	—	9.69

Based on this table, the average post-test score is higher than the average pre-test score. Descriptively, this condition indicates an increase in scores after using the digital poster. However, this increase cannot yet be interpreted as a causal effect of the medium, because the research did not use a control group and the intervention was implemented within a limited time.

Some students experienced a fairly large increase. Aska Alfarizi Perangin Angin improved from 30 to 70, Latif Adam Fathin from 15 to 55, and Muhammad Khoir from 15 to 65. However, some students did not show any improvement, and a few students' scores even decreased. Muhammad Yazdan Arrizky's score decreased from 80 to 65, Siti Nayla Ramadani's from 65 to 60, and Usamah Jundi Robbani's from 80 to 75.

5. N-gain Analysis Results

N-gain analysis was carried out to determine the level of improvement in *Maharah Kitabah* ability based on each student's Pre-Test and Post-Test scores.

Table 3. N-gain Results for Each Student					
No.	Student Name	Pre-Test	Post-Test	N-gain	Category
1	Abid Nakhla Adinata	5	10	0.05	Low
2	Ahmad Akram Siregar	90	95	0.50	Moderate
3	Ahmad Uwais Al Ghifari	75	80	0.20	Low
4	Akbar Bugis Bone	40	50	0.17	Low
5	Aqila Tussyifa	85	85	0.00	Low
6	Aska Alfarizi Perangin Angin	30	70	0.57	Moderate
7	Diana Bugis Bone	50	50	0.00	Low
8	Elmira Syafa Arrizky	90	95	0.50	Moderate
9	Hafiza Faiha Harbi	80	85	0.25	Low
10	Latif Adam Fathin	15	55	0.47	Moderate
11	Muhammad Khoir	15	65	0.59	Moderate
12	Muhammad Yazdan Arrizky	80	65	-0.75	Decreasing
13	Naura Alicia Abdhy	70	75	0.17	Low
14	Sherly Mazaya	85	95	0.67	Moderate
15	Siti Nayla Ramadani	65	60	-0.14	Decreasing

16	Usamah Jundi Robbani	80	75	-0.25	Decreasing
----	----------------------	----	----	-------	------------

Source: Primary Data from the Researcher's N-Gain Calculation, 2026.

The average N-gain of 0.19 falls in the low category (below 0.30), indicating the overall improvement in *Maharah Kitabah* ability remains low. This should be interpreted carefully, since the research was conducted in a single day without a comparison group. Writing ability was assessed through indicators of letter-writing accuracy, vocabulary use, and sentence construction, so score changes reflect this specific writing ability rather than a general change in test results (Harahap, P. M., Siregar, I. M., Nasution, S., Halija, S., & Rahmadani, 2024).

Discussion

This research began with the problem of *Maharah Kitabah* learning among seventh-grade students at Pesantren *Tahfizul Qur'an As-Shofa*. Based on the initial observations and interview, it was found that some students still had difficulty writing connected hijaiyah letters, mastering *mufradat*, and constructing simple sentences. This problem shows that *Maharah Kitabah* skills require practice, because Arabic writing skills are related not only to the ability to write letters but also to vocabulary mastery and sentence construction (Ramadhani, 2024).

A digital poster was chosen because it can present material visually, allowing students to see writing examples directly. Learning media can help teachers deliver material and make it easier for learners to understand the information given. This aligns with *Maharah Kitabah* learning, since students need examples of letter shapes, letter connection, *mufradat*, and simple sentences. The use of digital media in *Maharah Kitabah* learning has also been applied in previous research through the use of Canva to support the process of learning to write Arabic (Smaldino et al., 2011).

The digital poster developed contains material on connected hijaiyah letters, *mufradat*, and simple sentence construction. The material is arranged in stages and accompanied by examples so that students can understand it before practicing. Development was carried out using the 4D model, consisting of the *Define*, *Design*, *Develop*, and *Disseminate* stages. In the *Define* stage, the researcher analyzed learning needs. The *Design* stage was used to design the poster's content and appearance, while the *Develop* stage involved product

creation, validation, and revision. The *Disseminate* stage was then carried out on a limited basis at the research site (Thiagarajan et al., 1974).

The validation results from the material and media experts show that the digital poster developed is feasible for use after revisions were made based on the validators' input. This feasibility indicates that the product developed has met the aspects assessed in the validation process. The development of digital media in Arabic learning has also been carried out in previous research and shows that digital media can be used as an alternative to support the Arabic learning process (Abusyairi et al., 2021; Annashir et al., 2024).

The usefulness of the digital poster was further examined through the pre-test and post-test results of the 16 students. The findings show that the average pre-test score was 59.69, while the average post-test score increased to 69.38, an increase of 9.69 points. The N-Gain calculation obtained an average value of 0.19, categorized as low. This increase indicates a change in *Maharah Kitabah* ability after the learning process using the digital poster. This result is consistent with previous research showing that the use of digital media can support *Maharah Kitabah* learning and writing skills (Fatikhasari & Irawati, 2024; Khoiroh, 2023).

This increase in scores can be linked to the presentation of material through visual examples on the digital poster. Students could see letter shapes and writing examples before applying them in practice. However, the improvement in ability was not the same for every student. Some students experienced a fairly large increase, while others experienced a smaller increase. This difference shows that each student's initial ability and practice process also need to be taken into account in *Maharah Kitabah* learning. Arabic writing skills require practice and habituation so that students can develop their writing ability gradually (Annajmi et al., 2024; Smaldino et al., 2011).

Some students' scores also decreased, likely because the research was conducted within limited time and the post-test was administered near the end of the activity period, which may have caused students to be less focused or to rush. This decrease therefore cannot be directly attributed to the digital poster, but should be understood alongside these testing conditions. Overall, the increase in average score from 59.69 to 69.38 and the N-Gain of 0.19 indicate an improvement in students' ability after using the medium, though the improvement remains low and, absent a control group, cannot yet be attributed solely to the digital poster. The poster is thus best understood as a medium that

assists learning, while further improvement in *Maharah Kitabah* ability still requires practice, teacher guidance, and continuous habituation (Arniati et al., 2025; Fariz et al., 2025).

The one-day research period is a related limitation, since *Maharah Kitabah* requires practice carried out gradually and repeatedly; the short time available for using the medium and testing means a larger change in ability may not yet be observable (Fariz et al., 2025; Lina & Mahdi, 2024).

After applying the digital poster in learning, several factors underlie this low level of improvement. First, *Maharah Kitabah* is a motor and linguistic skill that requires repeated practice and cannot be developed instantly. Second, the limited research time of only one day also affected the results. The rushed administration of the post-test at the end of the pesantren's activity session caused some students to lose focus, with some even experiencing a decrease in score compared to the pre-test.

Therefore, this digital poster is more appropriately used as a supporting medium or visual aid for teachers. For its impact on students' writing ability to be felt more strongly, its use should be combined with a more intensive amount of practice.

Critical Reflection

The implementation of the digital poster in *Maharah Kitabah* learning still has several limitations. The use of digital media in a pesantren needs to be adapted to the existing facility conditions and learning habits. In addition, the poster initially still required an internet connection, making it less practical when internet access is limited. This is one consideration in implementing the digital poster as the main medium.

The digital poster has the advantage of being able to present material visually, concisely, and more understandably, especially for material on hijaiyah letters, *mufradat*, and sentence construction. However, the research results show that the improvement in *Maharah Kitabah* ability remains in the low category based on the N-Gain results. This condition may be influenced by the relatively short research and practice time, whereas writing ability requires practice conducted gradually and repeatedly (Fariz et al., 2025; Lina & Mahdi, 2024).

Given this condition, the digital poster is more appropriately used as a supporting medium, not as a replacement for the teacher's role in learning. The

internet-connectivity issue can be resolved by downloading the poster beforehand in PDF form so that it can be used offline via a projector. The researcher also suggests that the poster be used repeatedly over a longer period, adapted to the learning conditions at the pesantren. This is expected to give students more opportunities to understand the material and practice their *Maharah Kitabah* ability.

Conclusion

This research and development study produced a digital poster as a supporting medium for *Maharah Kitabah* learning among seventh-grade students at Pesantren Tahfizul Qur'an As-Shofa, developed using the 4D model (Define, Design, Develop, Disseminate). The poster visually presents material on connected hijaiyah letters, mufradat, and simple sentence construction. Trial results with 16 students showed improved Arabic writing skills, with the average score rising from 59.69 (pre-test) to 69.38 (post-test), an increase of 9.69 points, and an N-Gain of 0.19 (low category). Since the study lacked a control group, this improvement cannot be fully attributed to the digital poster alone. In conclusion, the digital poster is feasible as a supporting medium for *Maharah Kitabah* learning and shows improvement in students' Arabic writing ability, though still at a low level. Its use should therefore be complemented with repeated writing practice, teacher guidance, and sufficient learning time to further develop students' ability to write hijaiyah letters, mufradat, and simple sentences.

Contributor Authorship

The first author contributed to the conceptualization and design of the study, data collection and analysis, development of the digital poster, validation process, implementation of the research, and drafting of the original manuscript. The second author contributed as the supervisor, providing guidance in the development of the research design, theoretical framework, methodology, interpretation of the research findings, and revision of the manuscript. Both authors have read and approved the final version of the manuscript.

References

- Abusyairi, K., Zulkifli, E. M., & Mulyani, R. E. (2021). Pengembangan Media Pembelajaran Dengan Menggunakan Aplikasi Canva Pada Pembelajaran Bahasa Arab Untuk Meningkatkan Hasil Belajar Siswa Kelas IXB Di Mts Al-Azhar Samarinda. *Borneo Journal of Language and Education*, 1(2), 93–102. <https://journal.uinsi.ac.id/index.php/bjle/article/view/5570>
- Aini, N. (2023). Pengembangan Media Pembelajaran Berbasis Desain Grafis untuk Meningkatkan Kreativitas Siswa dalam Bahasa Arab. *Jurnal Pendidikan Bahasa Arab*, 7(1), 55–65.
- Annajmi, Bachtiar, F., & Mannahali, M. (2024). Implementation of Practical Khat Book Learning Media in Improving Writing Skills (Maharah Al-Kitabah) in Islamic Senior High School Students in Takalar Regency. *Pinisi Journal of Art, Humanity, and Social Studies*, 4(6), 246–254. <https://journal.unm.ac.id/index.php/PJAHSS/article/view/5842>
- Annashir, A., Dita Andini Harahap, Nina Wandana, & Sahkholid Nasution. (2024). Penggunaan Aplikasi Canva dalam Media Pembelajaran Bahasa Arab. *Jurnal Pendidikan Tambusai*, 8(3), 47079–47087. <https://jptam.org/index.php/jptam/article/view/22943/15615>
- Arniati, Mukhlisah, & Suryati. (2025). Analisis Pengembangan Media Booklet dalam Pembelajaran Maharah Kitabah . *Lisan An Nathiq: Jurnal Bahasa Dan Pendidikan Bahasa Arab*, 7(2), 354–368. <https://doi.org/10.53515/lan.v7i2.7010>
- Asrullah, Muhammad Yaumi, M. Y. T. (2023). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Bagi Siswa Kelas VII Pondok Pesantren Darul Ishlah Bulukumba. *JAEL: Journal of Arabic Education and Linguistic*, 3(1), 22–23.
- Auliya, H., Mukmin, Hidayah, N., Afwannisa, N., & Pratama, M. F. (2025). Pengembangan LKPD Berbasis Ana Muhtarif Al-Khat untuk Keterampilan Menulis Bahasa Arab. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10, No. 2, 541–561.
- Dewi, A. M. M., Shodiq, M. J., Sani, N., & Sofa, F. (2024). Digital Transformation of Kitabah Learning in Indonesia: A Sinta2-Indexed Journal Analysis. *Al-Arabi: Jurnal Bahasa Arab Dan Pengajarannya = Al-Arabi: Journal of Teaching Arabic as a Foreign Language*, 8(1), 67–80. <https://doi.org/10.17977/um056v8i1p67-80>
- Erde, F. M. (2026). 14 Maret. Wawancara Pribadi.
- Fariz, M., Mukmin, M., & Hidayah, N. (2025). Pembelajaran Maharah Kitabah

- Berbasis Collaborative Learning. *Ihya Al-Arabiyyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 11(2).
<https://jurnal.uinsu.ac.id/index.php/ihya/article/view/26205>
- Fatikhasari, S. R., & Irawati, R. P. (2024). Pengembangan media interaktif berbasis Android (My Kitabah) pada *Maharah Kitabah* di SMP IT Mutiara Hati Semarang. *Lisanul Arab: Journal of Arabic Learning and Teaching*.
<https://doi.org/10.15294/laa.v13i2.8122>
- Harahap, P. M., Siregar, I. M., Nasution, S., Halija, S., & Rahmadani, Z. S. (2024). Peran Literasi Digital Dalam Meningkatkan Kompetensi *Maharah Kitabah* Bahasa Arab : Studi Di Sekolah Dasar. *Jurnal Penelitian Pendidikan Indonesia*, 1(1), 220–225, DOI 10.62017/Jppi.V1i1.717., 1(1), 220–225.
- Khoiroh, H. (2023). Efektivitas Penggunaan Aplikasi Canva sebagai Media Pembelajaran dalam Meningkatkan Kreativitas dan Keterampilan Menulis (*Maharah Kitabah*) Mahasiswa Universitas Kiai Abdullah Faqih Gresik. *JALIE: Journal of Applied Linguistics and Islamic Education*, 7(2), 317–332.
<https://ejournal.unkafa.ac.id/index.php/jalie-unkafa/article/view/740>
- Lina, L., & Mahdi, A. L. (2024). Media Pembelajaran *Maharah Kitabah* . *Madani: Jurnal Ilmiah Multidisiplin*, 2(8), 136–143.
<https://doi.org/10.5281/zenodo.13220766>
- Mahmudah, S., Saat, A., Langkau, M. J., Huda, M., & Machmudah, U. (2024). Arabic language learning design to optimize *Maharah Kitabah* (Imla') through Canva media at Islamic Boarding School Nurul Qur'an Kraksaan Probolinggo. *Edukatif: Jurnal Ilmu Pendidikan*.
<https://doi.org/10.31004/edukatif.v6i3.6872>
- Nasution, S., Wulandari, S., Rahmi, M., Lubis, I. A., & Siregar, L. R. (2023). Penggunaan Buku Al'arabiyyah Li Mahaarati Al-Kitaabah Fii Dhau'i Annadzriyyati Albinaaiyyah dalam Pembelajaran *Maharah Al-Kitabah*: Perspektif Media Pembelajaran. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 2(1), 267–283. <https://doi.org/10.61132/nakula.v2i1.479>
- Nisa', & Muhaimin. (2025). Pengembangan media pembelajaran interaktif berbasis Canva pada pembelajaran bahasa Arab. *Ummul Qura*.
<https://ejournal.unsuda.ac.id/index.php/UQ/article/view/1687>
- Putri, A. M., & Irianto, A. (2025). Pemanfaatan Media Poster Berbasis Digital dalam Pembelajaran Pendidikan Pancasila Materi Norma dan Aturan di Sekitar Kita Kelas VI SDN Menanggal 601 Surabaya. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(1). <https://doi.org/10.23969/jp.v10i01.23364>
- Ramadhani, C. M. (2024). *Maharah Kitabah dan Indikator Keterampilan Menulis*

- Bahasa Arab*. <https://doi.org/https://doi.org/10.8734/Sindoro.v1i2.365>
- Retnowati Satyaningrum, & Atmaja, D. S. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Multimedia Dengan Menggunakan Microsoft Powerpoint Pada Mata Pelajaran Bahasa Arab. *Armala*, 1, 32–46. <https://e-journal.iainptk.ac.id/index.php/armala/article/view/876/357>
- Sadiyah, F., & Rezania, V. (2023). Pengembangan Media Pembelajaran Poster Digital pada Materi IPS Kelas VI untuk Meningkatkan Kualitas Belajar Mengajar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2). <https://doi.org/10.23969/jp.v8i2.9068>
- Sasmita, L., & Prayudi, A. (2024). Pengembangan Media Pembelajaran Poster Digital Pada Mata Pelajaran Ilmu Pengetahuan Sosial. *Jurnal Pendidikan Dan Media Pembelajaran*, 3(1), 36–46. <https://doi.org/10.59584/jundikma.v3i1.68>
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2011). *Instructional technology and media for learning*. Pearson Education.
- Sugiyono. (2022). *Metode Penelitian Kualitatif*. ALFABETA, CV.
- Syaifudin. (2020). Pengembangan Media Pembelajaran Maharah Alkitabiah melalui Permainan Bahasa. *Tarbiya Islamica: Jurnal Keguruan Dan Pendidikan Islam*, 1(1), 65–76. <https://journal.iaisambas.ac.id/index.php/TarbiyaIslamica/article/view/95>
- Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional development for training teachers of exceptional children*. Indiana University.