

Analysis of Metacognitive Learning Strategies in The Development of Writing Skills (*Maharah Kitābah*) Arabic

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Abstract

Learning Arabic, particularly writing skills (maharah kitābah), presents challenges as it demands mastery of grammar, vocabulary, and logical organization of ideas. Metacognitive strategies provide a practical approach that enables students to regulate and evaluate their thinking processes, which is crucial for productive skills like writing. This study aims to analyze how metacognitive strategies—planning, monitoring, and evaluating—enhance students' awareness, autonomy, and accuracy in Arabic writing. Using a library research method with a qualitative and content analysis approach, data were collected from books, journal articles, and previous studies, then analyzed through descriptive and comparative synthesis to explore theoretical relationships between metacognitive approaches and maharah kitābah development. The findings show that applying metacognitive strategies through three stages—planning, monitoring, and evaluating—significantly improves students' cognitive awareness, independence, and systematic organization in writing. These strategies also strengthen self-assessment, problem-solving, and linguistic precision. Consequently, metacognitive strategies emphasize not only writing outcomes but also the mental processes that shape them. The study concludes that integrating metacognitive learning into Arabic writing instruction enhances both theoretical understanding and practical teaching, promoting independent and reflective learners. Future research is encouraged to test these findings empirically across various educational contexts.

Keywords: Arabic Writing Skills, Maharah Kitābah, Metacognitive Strategy.

Introduction

Arabic holds an important position in education, especially in Islamic institutions, as it is the language of the Qur'an and Hadith, the primary sources of Muslim teaching.¹. Apart

¹ Chairunnisya Sitompul et al., 'Using the Insha' Muwajjah Method as a Kitabah Learning Process', *El-Ma'wa: Journal of Arabic, Translation and Linguistic* 1, no. 1 (2025): 14–22.

from being a religious language, Arabic is also studied as a foreign language in various formal and informal educational institutions. Hence, mastery of Arabic is a basic need for students.² In the context of learning Arabic, there are four main skills that students must master, namely *maharah istimā'* (listen), *maharah kalām* (talking), *maharah qirā'ah* (read), and *maharah kitābah* (write)³. Among these skills, *maharah kitābah* is the most difficult and productive, requiring mastery of grammar and vocabulary, as well as thinking skills to organize ideas logically and sequentially.^{4,5}

Maharah kitābah is an activity that requires thinking and expression skills, so to achieve this proficiency, it is necessary to master reading, speaking, and listening.⁶ However, writing skills in Arabic are not easy for students. Many students still experience various difficulties, ranging from writing Arabic letters correctly and using punctuation to arranging sentences according to the rules and using a limited vocabulary.⁷ This shows that *maharah kitābah* is a complex and challenging skill that requires the right learning strategy to achieve learning objectives effectively.⁸

Learning strategies play an important role in determining the success of the learning process, because the right strategy can improve the quality of student learning outcomes.⁹ In the context of language learning, teachers' learning strategies serve as guidelines for designing meaningful, interactive learning experiences that align with students' needs. The effective use of learning strategies is essential for improving writing skills, including in Arabic.

Innovative strategies can foster students' motivation, active involvement, and critical thinking skills, enabling them to express their ideas more systematically in writing.¹⁰

² Ismi Khairani et al., "The Role of Calligraphy in Increasing the Maharah Kitābah," *Quality: Journal Of Education, Arabic And Islamic Studies* 1, no. 2 (2023): 157–68.

³ Sitompul et al., "Using the Insha'Muwajjah Method as a Kitābah Learning Process."

⁴ Hafizatul Hasanah and Lely Triastuti, 'Urgensi Maharah Kitabah (Keterampilan Menulis) Dalam Pembelajaran Kaligrafi Al-Qur'an', *Jurnal Sathar* 2, no. 1 (2024): 47–58.

⁵ Elisa Rosa et al., 'Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka: Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka', *Journal of Education Research* 5, no. 3 (2024): 2608–17.

⁶ Arum Tri Budi Arti et al., 'Pengaruh Pembelajaran Ilmu Kaligrafi Terhadap Keterampilan Menulis (Maharah Kitabah)', *Jurnal Sathar* 2, no. 1 (2024): 25–35.

⁷ Vina Apriliana et al., "Difficulties of Students' in Studying Arabic at Baitul Mustaqim Islamic Boarding School Central Lampung| Kesulitan Santri Dalam Maharah Kitābah Bahasa Arab Di Pondok Pesantren Baitul Mustaqim Lampung Tengah," *An-Nahdloh: Journal of Arabic Teaching* 2, no. 2 (2024): 63–69.

⁸ Khairul Anuar, 'Pengajaran Kitabah Kepada Siswa Kelas VII Madrasah Tsanawiyah Darel Hikmah Pekanbaru', *Indonesian Research Journal on Education* 4, no. 4 (2024): 3739–43.

⁹ Putri Vadia Dhamayanti, 'Systematic Literature Review: Pengaruh Strategi Pembelajaran Inkuiri Terhadap Kemampuan Berpikir Kritis Peserta Didik', *Indonesian Journal of Educational Development (IJED)* 3, no. 2 (2022): 209–19.

¹⁰ Rosa et al., 'Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka:

This aligns with the view that learning Arabic requires effective methods and strategies to develop grammar, vocabulary, and writing skills optimally.¹¹ One relevant strategy for improving writing skills is metacognition. This strategy emphasizes thinking awareness, planning, monitoring, and evaluating the learning process, so that students are better able to control and reflect on their writing performance.¹² Through a metacognitive approach, students focus not only on the results of writing but also on the writing process itself, ultimately improving their writing skills in foreign languages, including Arabic.

Several previous studies have shown that metacognitive strategies can increase understanding and learning independence. highlights the role of metacognitive strategies in improving reading skills, particularly during the planning, monitoring, and evaluation stages, and the importance of selecting appropriate strategies to empower students' understanding and expression. However, this research is still limited to reading skills in Malay. While research emphasizes the positive effects of applying E-LKPD-assisted metacognitive strategies on improving students' logical thinking skills in mathematics learning, showing the significance of this strategy in managing the thinking process, the context and object have not permeated language writing skills, especially Arabic. Furthermore, the Examining metacognitive strategies in teaching second and foreign languages, concludes that mastery of metacognitive strategies – both knowledge and self-control – is essential for shaping learners' understanding. However, attention is more focused on receptive skills than on productive skills such as writing. Other research is one of the studies that highlights the application of metacognitive strategies in learning to write argumentative (in English) in Indonesian Islamic boarding schools.

Despite these studies, most previous research continues to emphasize general language skills or receptive abilities. In contrast, the exploration of metacognitive strategies in productive language domains, particularly Arabic writing (maharah kitābah), remains minimal. This indicates a clear research gap: studies specifically examining the integration of metacognitive approaches into Arabic writing pedagogy remain limited. Existing studies have not yet provided a comprehensive framework for how learners can apply planning, monitoring, and evaluation techniques tailored to Arabic writing

Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka’.

¹¹ Ni Komang Novi Wardani and I. Nyoman Jampel, ‘Strategi Pembelajaran Metakognitif Berbantuan E-LKPD HOTS Terhadap Kemampuan Berpikir Logis Matematika Siswa Kelas IV Sekolah Dasar’, *Indonesian Journal of Instruction* 5, no. 2 (2024): 274–85.

¹² Agus Yasin et al., ‘Urgensi Strategi Pembelajaran Bahasa Arab Di Era Milennial (The Urgency Of Arabic Learning Strategies In The Millennial Era)’, *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 275–86.

characteristics, such as script accuracy, morphological structure, and idea organization. Moreover, many empirical studies report only the cognitive outcomes of metacognitive strategies and have not deeply explored how these strategies cultivate reflective awareness, learner autonomy, and critical self-assessment in the process of Arabic writing. This limitation underscores the need for research that not only elaborates on the theoretical relevance of metacognitive strategies but also contextualizes them within Arabic writing instruction.

Although research on metacognitive strategies has been extensively conducted in the realm of language learning and receptive skills, studies specifically linking them to Arabic writing skills remain very limited. Therefore, the primary purpose of this article is to analyze the application of metacognitive learning strategies in the development of Arabic writing skills (*maharah kitābah*). This study aims to fill the identified research gap by providing a detailed analysis of how metacognitive stages—planning, monitoring, and evaluating—can be operationalized in Arabic writing instruction. The study also offers pedagogical implications for teachers, suggesting the design of more reflective, process-oriented learning activities that empower students to manage their own learning effectively.

Theoretically, this research will enrich the literature review on Arabic language learning strategies, especially those related to metacognitive approaches. Meanwhile, this article aims to provide educators with solutions and recommendations for designing and implementing more effective learning strategies to help students improve their thinking awareness, ability to organize ideas, and writing skills in Arabic. In addition, the results of this study are expected to contribute to the development of innovative Arabic writing learning models that are oriented toward self-regulated learning, reflection, and continuous improvement, as essential elements of metacognitive learning.

Method

This study uses a literature review approach (library research), relying on written sources as its primary material. Through this method, the researcher collected, analyzed, and organized various literature, including articles, books, and previous research, relevant to

metacognitive learning strategies in the development of Arabic writing skills.^{13,14,15} The research method is qualitative, so the data produced are descriptive in the form of words or text, not numbers. The qualitative approach allows the researcher to focus more on the meaning, process, and understanding contained in the document being examined.¹⁶ This literature review also refers to the definition of literature review as research that examines references and related research results to build a theoretical foundation for the problem being studied.¹⁷

The data collection technique used is documentation, namely, the analysis and interpretation of various written materials within the research context. The documents used can be in the form of writings, drawings, or other works that have scientific value.¹⁸ Data analysis was carried out by content analysis (content analysis), which is a systematic technique to identify, process, and analyze the content of the message in the document being studied. Through this analysis, researchers can determine the meaning, significance, and relevance of the text's content to the research's focus.^{19,20} The analysis is carried out through the stages of data collection, analysis, and report preparation, following a qualitative research approach.²¹

Compared to previous studies that only described metacognitive strategies in general language learning, this research method emphasizes a comparative-synthetic analytical model, a deeper content analysis that not only identifies but also compares various theoretical frameworks related to metacognitive strategies in writing (*maharah kitābah*). This comparative approach allows the researcher to uncover patterns, gaps, and theoretical consistencies that have not been comprehensively explored in earlier literature.

Furthermore, this study introduces an integrative analytical framework, in which the literature is classified according to three dimensions: (1) theoretical basis of metacognition (planning, monitoring, and evaluating), (2) pedagogical application in

¹³ James Danandjaja, 'Metode Penelitian Kepustakaan', *Antropologi Indonesia*, 2014.

¹⁴ Milya Sari and Asmendri Asmendri, 'Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA', *Natural Science: Jurnal Penelitian Bidang IPA Dan Pendidikan IPA* 6, no. 1 (2020): 41–53.

¹⁵ Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2008).

¹⁶ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (Sage publications, 2003).

¹⁷ Sarwono Jonathan, *Metode Penelitian Kuantitatif Dan Kualitatif*, 2006.

¹⁸ Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*.

¹⁹ Burhan Bungin, 'Metode Penelitian Kualitatif, Jakarta: PT', *Raja Grafindo Persada*, 2004.

²⁰ Imam Suprayogo, 'Metodologi Penelitian Sosial-Agama', (*No Title*), 2001.

²¹ Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*.

Arabic writing, and (3) cognitive outcomes in learners. This systematic categorization strengthens the validity of the analysis by allowing triangulation across different sources of theory and empirical findings.

To ensure the reliability and objectivity of the findings, a cross-literature validation technique is also employed, in which overlapping themes and concepts across different references are rechecked and synthesized to form more grounded conclusions. This analytical refinement makes the present study more methodologically rigorous and distinct from previous library research, which tended to rely only on descriptive summaries.

Therefore, the novelty of this research method lies not only in the selection of sources but also in the depth of analysis and the systematic synthesis of theories to build a new conceptual understanding of how metacognitive strategies can be effectively applied to improve Arabic writing skills.

Result and Discussion

Concept and Application of Metacognitive Strategies

The term metacognitive is an adjective form of metacognition, which was first introduced by Flavell in 1976. This term is derived from the word *metacognition*, a combination of meta prefixes (Greek: after, beyond, or above) and cognition words that refer to what a person knows and thinks about thinking skills²². Metacognition encourages students to plan, design, and evaluate their learning activities through conscious mental activities within cognitive structures to regulate, control, and examine their own thought processes.

Metacognition can be understood as the ability of an individual to be aware of, control, and evaluate his or her own thought process, including the extent of understanding, the ability to achieve goals, and the ability to overcome learning difficulties.²³ In general, metacognition is part of a cognitive model that operates at a meta-level, where individuals monitor and control their cognitive activity. This concept is often referred to as *thinking about thinking*, i.e., a person's awareness of his own

²² Sri Haryani, "Membangun Metakognisi Dan Karakter Calon Guru Melalui Pembelajaran Praktikum Kimia Analitik Berbasis Masalah," *Skripsi. Semarang: FMIPA Universitas Negeri Semarang*, 2012.

²³ Umar Muhammad Choiruddin, "Desain Model Pembelajaran Ski Berbasis Masalah Untuk Meningkatkan Metakognitif Peserta Didik Di Man 2 Jember," *Joel: Journal Of Educational And Language Research* 3, No. 2 (2023): 73–82.

thoughts and thought processes.²⁴.

In the context of education, metacognition includes knowledge of what is known and what is unknown, an understanding of learning abilities, and effective learning strategies.²⁵ Flavell emphasized that metacognition includes awareness of how to learn, the ability to assess the difficulty of a problem, the ability to monitor self-understanding, and the ability to assess learning progress.²⁶ Therefore, metacognition is a special skill that allows a person to direct, control, and channel their cognitive activities, including attention, memory, and knowledge use.²⁷.

Metacognition is a high-level form of cognition that develops rapidly from secondary school through university. However, training metacognition from an early age is very important because, with consistent training, students can develop the ability to monitor and manage their own thought processes.²⁸ In foreign language learning, the role of metacognitive strategies is significant because they help students plan, monitor, and evaluate their learning process, thereby increasing the effectiveness of language learning, including writing skills.

Metacognitive strategies are learning approaches that emphasize the importance of individual awareness and self-control of the thought process, which includes the ability to plan, monitor, and evaluate each stage of foreign language learning.²⁹ The basic concept of this strategy is that students build self-knowledge and self-control, so that the learning process is oriented towards reflection, monitoring, and adjustment of the strategies used.

The metacognitive model developed by Flavell, Brown, Shraw, and Dennison has the same goal: fostering students' awareness of the learning process, tailored to their abilities and needs, so they can achieve learning success with relevant strategies.³⁰.

²⁴ Dina Ardhillah Et Al., "Metakognisi Dan Kemandirian Belajar Siswa Sekolah Menengah Pertama Dalam Membaca Buku Matematika Materi Koordinat Cartesius," *Journal On Mathematics Education Research (J-Mer)* 1 (May 2020): 1–9, <https://doi.org/10.17509/J-Mer.V1i1.24567>.

²⁵ Eveline Siregar Et Al., *Teori Belajar Dan Pembelajaran*, Ghalia Indonesia, 2010.

²⁶ David H. Jonassen, "Toward A Design Theory Of Problem Solving," *Educational Technology Research And Development* 48, No. 4 (2000): 63–85.

²⁷ Ardhillah Et Al., "Metakognisi Dan Kemandirian Belajar Siswa Sekolah Menengah Pertama Dalam Membaca Buku Matematika Materi Koordinat Cartesius."

²⁸ Priscilla L Griffith And Jiening Ruan, "What Is Metacognition And What Should Be Its Role In Literacy Instruction?," In *Metacognition In Literacy Learning* (Routledge, 2006).

²⁹ Siti Fatimah Datu Ali Nafiah, 'Pendekatan Strategi Metakognitif Dalam Pengajaran Kemahiran Reseptif Bahasa Kedua Dan Bahasa Asing [Metacognitive Strategy Approach in Teaching Receptive Skills in Second and Foreign Language]', *Bitara International Journal Of Civilizational Studies And Human Sciences (E-Issn: 2600-9080)* 4, no. 2 (2021): 132–40.

³⁰ Rifda Haniefah, 'Pendekatan Metakognitif Untuk Keterampilan Membaca Bahasa Arab', *Ta'limi Journal of Arabic Education and Arabic Studies* 1, no. 2 (2022): 151–64.

Brown emphasizes *metacognitive skills*—planning, monitoring, and evaluating—while Flavell emphasizes metacognitive experience. The implementation of metacognition also includes three stages, namely learning awareness (setting goals, choosing learning resources, considering motivation and difficulty levels), learning planning (determining schedules, priorities, and learning strategies such as mind mapping or speed reading), as well as monitoring and reflection learning (asking self-questions, maintaining concentration, and doing self-testing)³¹.

There are three main metacognitive processes in learning, namely *planning* (determination of learning objectives and steps), *monitoring* (monitoring the learning process), and *evaluating* (Learning Success Assessment)³². In addition, the strategy of asking yourself can be applied through metacognitive questions during learning, such as what to do first, how long it will take, and how best to complete the task.³³ In its application, teachers as facilitators play an important role in guiding students to develop and organize ideas, and to encourage reflection through structured tasks and the assessment of metacognitive strategies used during learning to write Arabic.³⁴

The integration of metacognitive strategies with directional writing methods or other techniques can be achieved, for example, by combining the *task sequence cycle*, which involves designing, implementing, and evaluating each learning step. Thus, the use of metacognitive strategies can increase students' independence, comprehension, and writing quality (*maharah kitābah*) in Arabic.

This finding theory that learners who apply metacognitive strategies demonstrate greater control over the writing process and improved self-efficacy. Compared to traditional cognitive approaches, metacognitive instruction promotes reflective learning, where students consciously evaluate their progress and regulate the strategies they use. This supports previous research by Rahimirad & Zare-Ee, who found that metacognitive awareness training enhances students' ability to self-monitor and self-correct in language learning contexts.

Furthermore, the conceptual framework of this study reinforces the view that

³¹ Najmi Hayati, 'Metakognitif: Bagaimana Belajar Untuk Meningkatkan Prestasi', *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 8, no. 1 (2011): 25–32.

³² Yamin Martinis, 'Strategi Dan Metode Dalam Model Pembelajaran', *Jakarta: GP Press Group*, 2013.

³³ Martinis, 'Strategi Dan Metode Dalam Model Pembelajaran'.

³⁴ Nafiah, 'Pendekatan Strategi Metakognitif Dalam Pengajaran Kemahiran Reseptif Bahasa Kedua Dan Bahasa Asing [Metacognitive Strategy Approach in Teaching Receptive Skills in Second and Foreign Language]'.

metacognition is not merely an auxiliary component in writing instruction but a central mechanism that governs planning, execution, and revision. This builds on the findings of Aziz et al., who emphasized that the use of metacognitive strategies enhances critical thinking and learner autonomy in writing argumentative texts. In the context of Arabic writing, the same principles apply, but with additional emphasis on linguistic precision, script formation, and syntactic coherence that are unique to *maharah kitābah*.

Application of Metacognitive Strategies in *Maharah Kitābah*

The application of metacognitive strategies has a significant positive impact on the development of writing skills (*maharah kitābah*) in Arabic language learning. This strategy can increase students' awareness of thinking and independent learning, so they are better able to control the writing process.³⁵ In addition, metacognitive strategies help students develop logical and systematic thinking skills, which form an important foundation for producing structured, meaningful writing.³⁶

In the context of developing writing skills, the application of metacognitive strategies improves the accuracy of the grammar and vocabulary students use. Students also become more able to compose paragraphs coherently and logically, and to improve the quality of their writing through a continuous reflective revision process. Thus, this strategy is not only oriented to the final result of the writing, but also to the critical thinking process that accompanies writing activities.

The results of previous research also strengthen the positive impact of metacognitive strategies on writing skills, Aziz et al, affirms that metacognitive strategies are effective in improving argumentative writing skills. At the same time, other studies have shown that they make a significant contribution to general language skills, although most previous research has focused more on receptive skills, such as reading or listening.³⁷ This shows that the application of metacognitive strategies has excellent potential for continued development, especially in learning productive skills such as writing Arabic.

These findings are consistent which also show that learners who use metacognitive questioning, such as “What do I want to express?” or “How can I

³⁵ Yasin et al., ‘Urgensi Strategi Pembelajaran Bahasa Arab Di Era Milennial (The Urgency Of Arabic Learning Strategies In The Millennial Era)’.

³⁶ Wardani and Jampel, ‘Strategi Pembelajaran Metakognitif Berbantuan E-LKPD HOTS Terhadap Kemampuan Berpikir Logis Matematika Siswa Kelas IV Sekolah Dasar’.

³⁷ Ruzanita Sarman et al., ‘Strategi Metakognitif Dalam Kemahiran Membaca Pelajar Tingkatan Enam Sekolah Menengah’, *International Journal of Education and Training* 7 (2021): 1–10.

structure this idea?”, achieve higher coherence and syntactic accuracy. Nevertheless, those studies did not focus specifically on maharah kitābah, leaving a methodological and contextual gap that this paper seeks to address.

The results of this study further support the notion that metacognitive strategies promote reflective revision behavior among students. Learners not only correct surface-level errors (grammar, spelling, punctuation) but also engage in more profound reflection on idea flow, text organization, and clarity of meaning dimensions rarely discussed in earlier Arabic writing research.

The integration of metacognitive approaches also fosters self-efficacy and learner autonomy.³⁸ In this study, students show increased confidence in identifying their own weaknesses and applying self-correction strategies, which, in turn, contributes to long-term writing improvement.

Based on a synthesis of various research findings, the implementation of metacognitive strategies in Arabic maharah kitābah can be formulated more systematically through a cycle of awareness, control, and reflection. This aligns with the frameworks which emphasize the dynamic interaction between knowledge and the regulation of cognition. By adapting this model to the context of Arabic writing, this study identifies clear operational indicators that teachers and students can apply, summarized in Table 1 below.

Table 1. Application of Metacognitive Strategies in Arabic Maharah Kitābah

Metacognitive Strategy Stage	Teacher Activities	Student Activities	Examples of Metacognitive Learning Journal Content
Planning	<ul style="list-style-type: none"> - Explain the purpose of writing (e.g., descriptive or narrative text). - Provide a list of key vocabulary and basic sentence structure. - Guiding students to create a writing outline. 	<ul style="list-style-type: none"> - Determine the purpose of writing. - Collect relevant vocabulary. - Drafting paragraph outlines. 	<ul style="list-style-type: none"> - What is my writing purpose today? - What vocabulary do I need for this topic? - What is the order of the ideas I will write?

³⁸ Maryam Rahimirad and Abbas Zare-ee, ‘Metacognitive Strategy Instruction as a Means to Improve Listening Self-Efficacy among Iranian Undergraduate Learners of English.’, *International Journal of Instruction* 8, no. 1 (2015): 117–32.

Monitoring	<ul style="list-style-type: none"> - Guide the writing process. - Ask metacognitive questions to check students' understanding. 	<ul style="list-style-type: none"> - Write according to the framework. - Checking sentence structure and vocabulary usage. - Temporarily revise unclear sections. 	<ul style="list-style-type: none"> - Am I using the sentence structure correctly? - Which parts of my writing are still weak? - Is the vocabulary I use appropriate?
Evaluating	<ul style="list-style-type: none"> - Invite students to review the results. - Provide feedback and revision guidance. - Facilitate reflective discussions about the results of the writing. 	<ul style="list-style-type: none"> - Re-read and evaluate the writing. - Correcting grammatical, vocabulary, and paragraph flow errors. - Write a reflective conclusion from the writing process. 	<ul style="list-style-type: none"> - Is my writing in line with the original purpose? - Which parts are good and which ones need to be improved? - What should I do to make my next post better?

The structure in Table 1 illustrates a comprehensive pedagogical design that distinguishes this study from previous ones. While earlier research only suggested general stages of metacognitive learning, this study operationalizes those stages into detailed teacher and student actions, as well as metacognitive self-question prompts. This structured model enhances the practical applicability of the metacognitive framework in Arabic writing instruction.

Furthermore, the explicit inclusion of reflective journal content provides empirical novelty. These reflective questions serve as self-monitoring checkpoints that empower learners to take ownership of their progress—a crucial aspect often overlooked in Arabic writing pedagogy.

Challenges and Implications of Metacognitive Strategies in Maharah Kitābah

In applying metacognitive strategies to Arabic writing, several challenges need to be considered. One of the main challenges is the limited vocabulary of students in Arabic, which is often an obstacle to expressing ideas appropriately and concisely.³⁹ In addition, teachers face difficulties in consistently integrating metacognitive strategies,

³⁹ Apriliana Et Al., "Difficulties Of Students' In Studying Arabic At Baitul Mustaqim Islamic Boarding School Central Lampung| Kesulitan Santri Dalam Maharah Kitābah Bahasa Arab Di Pondok Pesantren Baitul Mustaqim Lampung Tengah."

as this approach requires careful planning, patience, and continuous reflective mentoring. The difference in students' learning styles, especially among millennials who tend to want instant results, is also a challenge in developing writing skills through a metacognitive approach.⁴⁰

In addition to these practical challenges, findings from studies of metacognitive strategies in the teaching of second and foreign languages offer further perspectives. Several studies confirm that metacognitive strategies are closely related to the mastery of receptive skills such as reading and listening,^{41,42,43} which in turn affects productive skills such as writing and speaking⁴⁴. However, the study's dominant focus on receptive skills poses a conceptual challenge: the lack of explicit integration of metacognitive strategies with productive skills such as maharah kitābah. In fact, this strategy plays an important role in building self-efficacy and encourages independent learning.⁴⁵ Flavell emphasizes that metacognitive awareness consists of self-knowledge, task knowledge, and strategy knowledge, all of which are relevant in the process of writing a foreign language.

These findings indicate that developing maharah kitābah through metacognitive strategies not only improves linguistic accuracy but also cultivates deeper reflective learning habits. This aligns with studies by Haryani and Khonamri & Kojidi, who found that learners with higher metacognitive awareness demonstrate better problem-solving and task management in complex language tasks.⁴⁶

Thus, the implications of this study extend beyond theoretical reinforcement. It offers practical guidance for Arabic language educators on developing reflective teaching materials (such as E-LKPD and digital learning logs) that integrate self-assessment components and structured reflection. Such innovations ensure that

⁴⁰ Yasin Et Al., "Urgensi Strategi Pembelajaran Bahasa Arab Di Era Milennial (The Urgency Of Arabic Learning Strategies In The Millennial Era)."

⁴¹ Abdullah Coskun, "The Effect Of Metacognitive Strategy Training On The Listening Performance Of Beginner Students," *Novitas-ROYAL (Research On Youth And Language)* 4, No. 1 (2010).

⁴² Jeremy Cross, "Metacognitive Instruction For Helping Less-Skilled Listeners," *ELT Journal* 65, No. 4 (2011): 408–16.

⁴³ Fatemeh Khonamri And Elahe Mahmoudi Kojidi, "Metacognitive Awareness And Comprehension Monitoring In Reading Ability Of Iranian EFL Learners," *Profile Issues in Teachers ' Professional Development* 13, No. 2 (2011): 99–111.

⁴⁴ Ibtisam Abdullah And Zamri Ahmad, "Pengajaran Kemahiran Mendengar Bahasa Arab Sebagai Bahasa Kedua," *Prosiding Persidangan Kebangsaan Pengajaran Dan Pembelajaran Bahasa Arab* 21012 (2012).

⁴⁵ ardhilah Et Al., "Metakognisi Dan Kemandirian Belajar Siswa Sekolah Menengah Pertama Dalam Membaca Buku Matematika Materi Koordinat Cartesius."

⁴⁶ Haryani, 'Membangun Metakognisi Dan Karakter Calon Guru Melalui Pembelajaran Praktikum Kimia Analitik Berbasis Masalah'.

metacognitive principles are applied not only conceptually but also operationally in the classroom context.

The practical implication of this study is the need for Arabic teachers to adapt metacognitive strategies commonly used in receptive skills to productive writing. Task sequence cycle approach⁴⁷It can be modified for writing, with an emphasis on idea planning, monitoring the writing process, and reflective evaluation of writing results. Theoretically, this research contributes to strengthening the literature on Arabic language learning strategies, especially those that focus on metacognitive approaches. This is important because most previous research has focused more on receptive skills, such as reading and listening. At the same Time, this study emphasizes the link between metacognitive strategies and productive skills, such as writing. Thus, this study provides a theoretical foundation for the development of further studies in linking metacognitive strategies with broader language skills.

Thus, this study not only provides recommendations for teachers to use metacognitive strategies in writing exercises, but also encourages the development of metacognition-based teaching materials such as E-LKPD or reflective modules. Furthermore, this opens up opportunities for further research on the effectiveness of this strategy at various levels of education, as well as expanding the scope of metacognitive studies from receptive skills to productive skills in Arabic language learning.

Conclusion

Based on the theoretical analysis, it can be concluded that the application of metacognitive learning strategies is highly relevant and practical for developing writing skills (maharah kitābah) in Arabic learning. This strategy allows students to consciously control their writing process, from planning through *monitoring* and evaluation. This study explains that metacognitive strategies equip learners to improve the quality of their writing independently, ultimately increasing their learning independence and deepening their understanding of the structure of Arabic.

In line with the research objectives, this study successfully identifies how the stages of metacognitive strategy planning, monitoring, and evaluating can be systematically applied to improve students' Arabic writing competence. Each stage

⁴⁷ Maryam Rahimirad And Abbas Zare-Ee, "Metacognitive Strategy Instruction As A Means To Improve Listening Self-Efficacy Among Iranian Undergraduate Learners Of English.," *International Journal Of Instruction* 8, No. 1 (2015): 117–32.

contributes differently: planning enhances organization of ideas, monitoring helps detect and correct language errors during writing, and evaluating develops reflective thinking that strengthens writing coherence.

The findings also confirm that metacognitive strategies foster self-awareness and autonomous learning behavior among students. Learners become more capable of managing their own cognitive processes, selecting appropriate vocabulary, and improving sentence structure through continuous self-reflection. These outcomes answer the study's primary goal of exploring how metacognitive strategies influence the development of Arabic writing skills (*maharah kitābah*).

However, this study has limitations: it focuses solely on literature analysis and has not empirically tested the implementation of this strategy in the classroom. Therefore, it is recommended to conduct follow-up research involving hands-on field experiments to assess its effectiveness.

Future empirical studies could further validate these findings by applying metacognitive strategy models in different educational levels and comparing learning outcomes across contexts. Such research would provide more substantial evidence of the practical impact of metacognitive approaches on productive language skills. Educators are also encouraged to integrate these metacognitive strategies into the Arabic writing curriculum to create a more reflective, process-oriented learning environment.

In conclusion, this study not only fulfills its theoretical aim of enriching the literature on Arabic learning strategies but also provides concrete pedagogical implications. By emphasizing awareness, self-regulation, and reflective practice, metacognitive strategies can serve as a foundation for improving the effectiveness of Arabic writing instruction and fostering independent, critical, and lifelong learners.

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