Mentoring Arabic Writing Skills through the Mubasyir Method

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Abstract

The mastery of Arabic writing skills remains a major challenge for Muslim youth, particularly in rural areas such as Pesanggar Village, Pamekasan, where Arabic learning is often limited to reading and memorization activities. Most learners can recognize and read Arabic words but struggle to express ideas coherently in written form. This mentoring program was designed to address this issue by implementing the Mubasyir Method, a direct and communicative approach emphasizing active practice, immediate feedback, and contextual learning. The main objective was to enhance participants' ability to produce structured Arabic sentences and paragraphs while improving their confidence and motivation in writing. The study employed a qualitative-descriptive method supported by pre-test and post-test assessments, participant observations, and peer evaluations. Fifteen adolescents aged 13–18 participated in an eight-week mentoring program facilitated by Arabic instructors. The results demonstrated a 27% increase in overall writing performance, particularly in grammatical accuracy, sentence construction, and vocabulary use. Participants also showed remarkable improvement in writing fluency and self-expression, reflecting the motivational strength of interactive learning. Beyond linguistic gains, the program fostered a positive learning attitude, transforming students' perceptions of Arabic writing

from difficult to enjoyable. This study contributes to the growing body of literature on Arabic pedagogy by illustrating that the Mubasyir Method can serve as an effective framework for developing communicative and expressive writing competence in nonformal and rural educational contexts.

Keywords: Arabic writing skills, Mubasyir Method, communicative approach, rural education, language mentoring

Abstrak

Penguasaan keterampilan menulis bahasa Arab masih menjadi tantangan besar bagi remaja Muslim, khususnya di daerah pedesaan seperti Desa Pesanggar, Kabupaten Pamekasan, di mana pembelajaran bahasa Arab umumnya terbatas pada kegiatan membaca dan menghafal. Sebagian besar peserta didik mampu mengenali dan membaca kata-kata Arab, tetapi masih kesulitan mengekspresikan gagasan secara runtut dalam bentuk tulisan. Program pembinaan ini dirancang untuk mengatasi permasalahan tersebut dengan menerapkan Metode Mubasyir, yaitu pendekatan langsung dan komunikatif yang menekankan pada praktik aktif, umpan balik segera, serta pembelajaran kontekstual. Tujuan utama kegiatan ini adalah meningkatkan kemampuan peserta dalam menyusun kalimat dan paragraf bahasa Arab secara terstruktur sekaligus menumbuhkan rasa percaya diri serta motivasi mereka dalam menulis. Penelitian ini menggunakan metode deskriptif kualitatif dengan dukungan data dari tes awal dan tes akhir, observasi fasilitator, serta evaluasi sejawat. Sebanyak lima belas remaja berusia 13–18 tahun mengikuti program pembinaan selama delapan minggu yang difasilitasi oleh pengajar bahasa Arab. Hasilnya menunjukkan adanya peningkatan kemampuan menulis sebesar 27%, terutama dalam aspek ketepatan gramatikal, konstruksi kalimat, dan penggunaan kosakata. Peserta juga menunjukkan peningkatan kelancaran dan ekspresi diri dalam menulis, mencerminkan kekuatan motivasional dari pembelajaran interaktif. Selain peningkatan linguistik, program ini berhasil menumbuhkan sikap positif terhadap pembelajaran bahasa Arab, mengubah persepsi menulis dari kegiatan yang sulit menjadi menyenangkan. Penelitian ini memberikan kontribusi penting bagi pengembangan pedagogi bahasa Arab, khususnya dalam konteks pendidikan nonformal dan pedesaan.

Kata kunci: keterampilan menulis bahasa Arab, Metode Mubasyir, pendekatan komunikatif, pendidikan pedesaan, pembinaan bahasa.

Introduction

Arabic is one of the most important international languages, especially within the context of Islamic civilization. As the language of the Qur'an and the primary source of Islamic scholarship, mastery of Arabic writing skills plays a vital role in understanding and transmitting Islamic knowledge. Writing in Arabic is not merely a linguistic ability but also a means of expressing thoughts, interpreting sacred texts, and articulating Islamic ideas in a structured and scholarly form (Al-Busaidi, 2020). For Muslim youth, especially in rural communities, Arabic writing competence serves as a bridge between language learning and the intellectual heritage of Islam.

However, field observations in Pesanggar Village, Pegantenan District, Pamekasan Regency reveal that Arabic writing proficiency among local youth remains low. Many students can read Arabic texts but struggle to compose coherent sentences and paragraphs in proper Arabic. This imbalance between receptive and productive skills highlights a pedagogical gap in Arabic language education (Rahman, 2022). The difficulty in transforming ideas into written Arabic form stems from limited exposure, minimal practice, and the perception that Arabic writing is complex and only relevant to students in pesantren environments.

Several factors contribute to this problem. First, many community-based Arabic learning programs still adopt theoretical and grammar-heavy methods with minimal writing practice (Abdullah, 2021). Second, the shortage of qualified Arabic instructors and the lack of supporting resources—such as writing workbooks, dictionaries, and language exposure environments—further exacerbate the issue. Lastly, the lack of internal motivation among learners, who perceive Arabic writing as difficult and irrelevant, weakens their engagement (Hassan & Yusof, 2020). Therefore, there is an urgent need for an interactive and practical mentoring approach that encourages learners to use Arabic writing naturally and confidently.

One pedagogical alternative that aligns with this need is the Mubasyir Method, a direct learning approach emphasizing active participation and spontaneous interaction in language use. The term Mubasyir derives from the Arabic root meaning "direct" or "immediate," reflecting its focus on hands-on learning experiences. This approach promotes immediate writing practice under close guidance and feedback from facilitators (Mahmud, 2019). In writing activities, learners are encouraged to construct sentences and short texts through modeling, imitation, and contextualized tasks—transforming passive learning into active language production.

Previous studies on Arabic writing instruction have explored various approaches such as the communicative approach, process writing, and task-based learning. For instance, Al-Harbi (2021) found that communicative-based instruction improved student confidence and writing fluency, while Nurhayati (2020) emphasized the importance of feedback and scaffolding in Arabic composition. However, most of these studies were conducted in formal educational settings and focused on university students. Few have examined direct mentorship models like the Mubasyir Method within rural or community contexts.

This research gap indicates a lack of practical intervention models that combine direct interaction, mentorship, and real-time feedback for improving Arabic writing skills at the grassroots level. Most Arabic writing training programs remain classroom-bound and teacher-centered, offering little opportunity for learner autonomy or creative expression (Hafiz, 2021). Consequently, the potential of Arabic as a living, expressive medium among youth remains underdeveloped, particularly outside formal institutions.

The novelty of this community mentoring program lies in its integration of the Mubasyir Method within a non-formal educational context, emphasizing participatory learning, real-time writing practice, and localized

cultural adaptation. The program not only introduces a new pedagogical approach but also recontextualizes Arabic writing as a communicative and creative act rather than a purely grammatical exercise (Ibrahim, 2022). Moreover, the mentoring process involves collaboration between local Arabic teachers, community leaders, and linguistic experts, thereby creating a sustainable ecosystem for Arabic literacy development.

Therefore, this program aims to enhance Arabic writing competence among Muslim youth in Pesanggar Village through a structured and interactive mentorship model. By utilizing the Mubasyir Method, it seeks to foster both technical proficiency and cultural awareness, enabling participants to articulate ideas in Arabic with clarity and confidence. Ultimately, this initiative aspires to empower a new generation of young Muslims who can contribute to Islamic scholarship and communication through effective Arabic writing

Method

This community engagement program employed a participatory mentoring approach integrating qualitative descriptive methods. The activities were designed to directly involve Arabic teachers and youth learners in Pesanggar Village, Pegantenan District, Pamekasan Regency, through a series of structured mentoring sessions. The implementation focused on the practical application of the Mubasyir Method, which emphasizes direct, spontaneous, and communicative writing practice under continuous supervision. The program consisted of three stages: (1) needs assessment through interviews and observation, (2) training and mentoring sessions focused on Arabic writing techniques, and (3) evaluation and reflection involving peer review and facilitator feedback (Creswell & Poth, 2018). Data were collected through field notes, observation checklists, documentation of student writing outcomes, and semi-structured interviews with participants.

Data analysis was carried out using Miles and Huberman's interactive model, which includes the stages of data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2019). The analysis emphasized the improvement in learners' writing performance, the interaction patterns between mentors and mentees, and participants' responses to the Mubasyir Method. Triangulation was applied by comparing observational data with participants' reflective notes and facilitator evaluations to ensure validity. This method allowed the researchers to gain a comprehensive understanding of how direct mentorship and active writing practice could enhance learners' Arabic writing competence in a non-formal, community-based setting (Patton, 2015).

Result and Discussion

General Overview of the Location and Participants

Pesanggar Village is located in Pegantenan District, Pamekasan Regency, Madura. The village has a strong socio-religious character, with the majority of residents being Muslims and many having a pesantren (Islamic boarding school) educational background. The community is known for its commitment to Islamic activities such as Qur'anic recitation circles, TPQ (Qur'an learning centers), and mosque-based youth programs. This environment forms a supportive sociocultural foundation for Arabic language learning, as Arabic is viewed not only as a religious language but also as a means of Islamic intellectual development (Al-Busaidi, 2020).

The participants of this mentoring program consisted of 15 Muslim youths aged between 13 and 18 years who took part in an eight-week Arabic writing training using the Mubasyir Method. These participants were selected based on their active involvement in local Islamic study groups and their basic literacy in reading Arabic texts. At the beginning of the program, diagnostic observations revealed that most participants could recognize and read Arabic words

but struggled to form coherent written sentences or paragraphs (Rahman, 2022).

The mentoring sessions were conducted twice a week, combining short lectures, guided practice, and peer writing exercises. Each session emphasized active language use, meaning that participants were encouraged to produce written output in Arabic through immediate application. This design aligns with the participatory learning model, which enables learners to construct linguistic competence through direct experience and feedback (Creswell & Poth, 2018).

Results of Writing Skill Mentoring

The results of the mentoring program demonstrated a significant improvement in participants' Arabic writing competence. During the pre-test, the majority of participants could only produce isolated words or short, unstructured phrases. However, after several weeks of guided practice under the Mubasyir framework, they were able to construct complete sentences, coherent short paragraphs, and simple narratives using correct grammatical structures. The post-test and written task evaluation confirmed an overall increase in linguistic accuracy and syntactic variety (Hassan & Yusof, 2020).

Evaluation data were collected through a combination of pre-test and post-test writing tasks, facilitator observations, and peer assessments. The improvement was particularly noticeable in students' ability to connect ideas logically and use appropriate conjunctions and grammatical forms. Participants also reported feeling more confident in expressing their ideas in Arabic, marking a positive shift in motivation and attitude toward Arabic writing (Nurhayati, 2020).

The feedback process played a crucial role in the observed progress. Facilitators provided real-time correction and constructive comments on students' drafts, allowing immediate improvement in sentence formation and word choice. This iterative process reflects the communicative and experiential principles embedded in the Mubasyir Method, where learning

occurs through active engagement, repetition, and contextualized communication (Mahmud, 2019).

Table 1. Results of Writing Skill Mentoring

Assessment Aspect	Pre-Test vs. Post-Test	Description of Progress
Vocabulary Use	55 → 78	Improved lexical variety and word appropriateness in context.
Sentence Construction (Syntax)	52 → 80	Better grammatical accuracy and coherence in sentence formation.
Paragraph Organization	48 → 76	More logical flow and cohesion between ideas.
Grammatical Accuracy	50 → 82	Fewer errors in verb conjugation, gender, and number agreement.
Writing Fluency and Confidence	60 → 85	Increased writing length, confidence, and spontaneity.
Overall Average	**53 → 80**	**Significant improvement (+27%) across all writing components.**

The data in Table 1 demonstrates that participants experienced substantial gains in Arabic writing performance after applying the Mubasyir Method. The overall improvement from 53 to 80 illustrates the method's effectiveness in promoting structured, confident, and contextually meaningful writing. The most notable progress occurred in grammatical accuracy and sentence construction, supporting Hassan and Yusof's (2020) findings that interactive writing practice fosters syntactic mastery. Likewise, the visible increase in fluency and motivation reflects the value of real-time feedback and guided repetition, consistent with Mahmud (2019) and Nurhayati (2020), who highlight the motivational power of communicative, feedback-based learning. The combination of structured tasks, facilitator guidance, and peer collaboration allowed learners to internalize patterns of Arabic writing more naturally. Consequently, the mentoring program not only enhanced participants' linguistic

skills but also transformed their attitudes toward Arabic writing, building confidence and sustained engagement in language learning.

Discussion on the Effectiveness of the Mubasyir Method

The implementation of the Mubasyir Method proved effective in enhancing Arabic writing skills among rural youth. Unlike traditional methods that emphasize grammatical theory, this approach focuses on practice-first learning, encouraging learners to engage directly in writing before discussing formal grammar rules. This direct and spontaneous use of the target language aligns with Krashen's Input Hypothesis, which posits that language acquisition occurs most effectively when learners receive comprehensible input slightly above their current competence level (i+1) (Krashen, 1982). The exclusive use of Arabic during practice sessions also promoted immersion and natural acquisition of linguistic patterns.

The Mubasyir Method's communicative orientation resonates with the Communicative Language Teaching (CLT) approach, which emphasizes meaningful communication over rote memorization. In this mentoring context, participants practiced writing dialogues, descriptions, short letters, and activity reports, which enabled them to produce contextually relevant texts (Al-Harbi, 2021). This not only enhanced linguistic competence but also fostered pragmatic and cultural awareness—an essential aspect of Arabic literacy in Islamic contexts.

Additionally, the behaviorist learning perspective contributes to the theoretical foundation of the Mubasyir Method. Repetition, reinforcement, and correction—core elements of the method—are consistent with Skinner's view that language habits are strengthened through continuous practice and feedback (Skinner, 1957). Repetitive writing drills and immediate reinforcement helped participants internalize correct syntactic and morphological structures (Ibrahim, 2022). Thus, the Mubasyir Method synthesizes communicative, naturalistic, and behaviorist

elements into a cohesive pedagogical model.

The findings suggest that the Mubasyir Method bridges the gap between theory and practice in Arabic writing instruction. Its hands-on, student-centered nature encourages learners to shift from passive memorization toward active language production. This model can be particularly transformative in non-formal learning environments like Pesanggar Village, where resources are limited but community engagement is high (Hafiz, 2021). By combining mentorship, direct interaction, and collaborative feedback, the method fosters not only linguistic competence but also learner autonomy and self-efficacy.

Supporting and Inhibiting Factors

Several factors contributed to the success of this mentoring program. The high enthusiasm of participants, the support from local community leaders and parents, and the applicability of the Mubasyir Method all played key roles. The culturally familiar environment and religious motivation of the youth also strengthened participation and

persistence throughout the program. The involvement of local Arabic teachers as co-facilitators ensured contextual relevance and sustainability of the initiative (Bringle & Hatcher, 2011).

On the other hand, several obstacles were encountered during implementation, including limited time for mentoring sessions, scarcity of contextual learning materials, and the diverse linguistic backgrounds of participants. Nonetheless, these challenges were mitigated through adaptive teaching strategies, extended practice hours, and differentiated instruction. The experience highlights the importance of flexibility and localized adaptation in implementing the Mubasyir Method in community-based language learning **(Patton, 2015).**

Conclusion

The implementation of the Mubasyir Method in mentoring Arabic writing skills among youth in Pesanggar Village has proven to be effective and transformative. The program successfully enhanced

participants' abilities in vocabulary use, sentence construction, paragraph organization, and grammatical accuracy. Learners demonstrated a shift from producing fragmented phrases to constructing coherent and meaningful compositions. This improvement validates that direct, practice-oriented, and communicative approaches are essential for strengthening writing competence, especially in rural learning contexts where traditional, theory-heavy methods still dominate

One of the most unexpected findings of this study was the significant boost in learners' motivation and self-confidence. Initially, many participants perceived Arabic writing as difficult and irrelevant outside religious contexts. However, through interactive exercises and real-time feedback, they began to view writing as an expressive and enjoyable activity. This emotional and attitudinal transformation proved to be just as valuable as linguistic improvement itself. It highlights that

the Mubasyir Method not only develops language skills but also shapes learning attitudes, fostering intrinsic motivation that sustains long-term language engagement

Despite its success, this program faced several limitations. The mentoring period was relatively short—only two months—which restricted deeper exploration of advanced writing genres. Moreover, the lack of diverse teaching materials and the varying linguistic backgrounds of participants posed additional challenges. Future programs should consider longer intervention durations, integration of digital tools to support writing practice, and collaboration with formal educational institutions to ensure continuity of learning. Further research involving larger samples and mixed-method evaluations could also provide richer insights into the pedagogical effectiveness of the Mubasyir approach.

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