

The Role of the Instagram Account *@qalbcalligraphy* in Supporting *Mahārah al-Kitābah*

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Article History	ABSTRACT
Received: 01-06-2026	Background: Students' illegible Arabic handwriting and minimal attention to calligraphy as a learning medium demand innovation in more effective visual learning media for supporting <i>mahārah al-kitābah</i>, adapting to the development of digital technology. Purpose: This study aims to describe the content characteristics and analyze the role of the Instagram account <i>@qalbcalligraphy</i>, as well as to reveal students' responses regarding its use as a visual learning medium in supporting <i>mahārah al-kitābah</i>. Method: This study used a qualitative-descriptive approach with a case study design. Data collection techniques included observation, interviews, and documentation, involving eight ninth-grade male students at MTs Al-Ma'tuq selected through purposive sampling. The instruments used were observation sheets and interview guides. Data were analyzed interactively using the Miles, Huberman, and Saldana model. Results and Discussion: The findings of this study indicate that the Instagram account <i>@qalbcalligraphy</i> has strong visual characteristics that support <i>mahārah al-kitābah</i>. The calligraphy content uploaded by this account showcases neat, balanced Arabic writing techniques that adhere to writing rules, motivating students to improve their writing, so that students' writing quality improved after viewing the content of the Instagram account <i>@qalbcalligraphy</i>. Students also responded positively to the use of the account, despite its limitations and challenges. Conclusions and Implications: The use of the Instagram account <i>@qalbcalligraphy</i> as a visual learning medium has the potential to support <i>mahārah al-kitābah</i> by providing educational Arabic calligraphy content and supplementary learning beyond the classroom, and can serve as an innovation for educators to utilize similar media in their learning. Future research is recommended to employ a quasi-experimental design with comparison groups and longer research periods, as well as compare different Instagram content formats and educational levels to examine longer-term changes.
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Keywords:	<i>Arabic Calligraphy; Arabic Language Learning; Instagram; Mahārah al-Kitābah; Visual Learning Media.</i>
	ABSTRAK

Latar Belakang: Tulisan tangan bahasa Arab siswa yang sulit dibaca serta kurangnya perhatian terhadap kaligrafi sebagai sarana pembelajaran menuntut adanya inovasi media pembelajaran visual yang lebih efektif untuk mendukung *mahārah al-kitābah*, seiring dengan perkembangan teknologi digital.

Tujuan: Penelitian ini bertujuan untuk mendeskripsikan karakteristik konten dan menganalisis peran akun Instagram @qalbcalligraphy, serta mengungkap respons siswa terhadap penggunaannya sebagai media pembelajaran visual dalam mendukung *mahārah al-kitābah*.

Metode: Penelitian ini menggunakan pendekatan kualitatif-deskriptif dengan desain studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, yang melibatkan delapan siswa laki-laki kelas sembilan di MTs Al-Ma'tuq yang dipilih melalui teknik *purposive sampling*. Instrumen yang digunakan adalah lembar observasi dan pedoman wawancara. Data dianalisis secara interaktif menggunakan model Miles, Huberman, dan Saldana.

Hasil dan Pembahasan: Temuan penelitian menunjukkan bahwa akun Instagram @qalbcalligraphy memiliki karakteristik visual yang kuat dalam mendukung *mahārah al-kitābah*. Konten kaligrafi yang diunggah oleh akun ini menampilkan teknik penulisan bahasa Arab yang rapi, seimbang, dan sesuai dengan kaidah penulisan, sehingga memotivasi siswa untuk memperbaiki tulisan mereka; kualitas tulisan siswa pun meningkat setelah melihat konten akun Instagram @qalbcalligraphy. Siswa juga memberikan respons positif terhadap penggunaan akun tersebut, terlepas dari adanya keterbatasan dan tantangan.

Kesimpulan dan Implikasi: Penggunaan akun Instagram @qalbcalligraphy sebagai media pembelajaran visual berpotensi mendukung *mahārah al-kitābah* dengan menyediakan konten edukatif kaligrafi Arab serta materi pembelajaran tambahan di luar kelas, sekaligus menjadi inovasi bagi pendidik untuk memanfaatkan media serupa dalam kegiatan pembelajaran. Penelitian selanjutnya disarankan untuk menggunakan desain kuasi-eksperimental dengan kelompok pembandingan dan durasi penelitian yang lebih lama, serta membandingkan berbagai format konten Instagram dan jenjang pendidikan guna mengkaji perubahan dalam jangka panjang.

Kata Kunci

Instagram; Kaligrafi Arab; Mahārah al-Kitābah; Media Pembelajaran Visual; Pembelajaran Bahasa Arab.



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INTRODUCTION

Arabic is a language used by people in Southwest Asia, possessing a rich vocabulary, meaning, morphology, and syntax, making it superior to other languages.[1] Over 200 million people speak Arabic as their mother language.[2] The need for Arabic language learning has increased in educational institutions in some countries, including Indonesia.[3] In learning Arabic, four language skills must be mastered: *mahārah al-istimā'* (listening skills), *mahārah al-kalām* (speaking skills), *mahārah al-qirā'ah* (reading skills), and *mahārah al-kitābah* (writing skills).[4] *Mahārah al-kitābah* is the highest-ranking Arabic language skill in language learning and must be mastered to enable a person to communicate, express ideas and thoughts, and convey information in writing.[5], [6]

One of the factors influencing success in learning and supporting *mahārah al-kitābah* is the selection of learning media.[7] Affective and purpose-aligned learning media become crucial aspects of the learning process.[8] The use of appropriate media can achieve and support learning objectives, optimize learning activities, and increase student motivation in improving their *mahārah al-kitābah* so that it becomes neater and in accordance with the rules of good and correct Arabic writing.[1] But based on previous research, many students at various levels frequently struggled with Arabic handwriting due to its unique script and letters.[9]

Based on initial observations of ninth-grade male students at MTs Al-Ma'tuq, it was found that their Arabic handwriting was still untidy and did not follow the rules of proper Arabic writing. Some letters appeared illegible and contained *hijaiyyah* letters that did not match the original letters. This condition made it difficult for teachers to read and assess students' answers, both on daily assignments and learning assessments. In general, this illegible Arabic writing occurred because students did not prioritize the reader's ability to read their writing. Students only focused on the answers to the assignments and questions they answered, without caring whether their writing was legible.[10] This problem indicates that the students' *mahārah al-kitābah* still requires more effective and engaging learning media to support and motivate students to write more neatly, legibly, and in accordance with the rules of proper Arabic writing.

One learning medium for *mahārah al-kitābah* that can be used is *kebat* or calligraphy.[11], [12], [13] Visual learning media, such as calligraphy, have an important role in supporting *mahārah al-kitābah* because it can train writing skills by involving good and correct Arabic writing according to writing rules, as well as paying attention to the values of beauty and neatness in writing.[14], [15] To improve students' Arabic handwriting and support *mahārah al-kitābah* learning, integrating calligraphy as a visual learning medium on Instagram in this study is important for further research. This is because the current development of digital technology encourages human involvement in mastering information and communication technology, making the use of social media a must-have skill.[16], [17]

The Instagram account @qalbcalligraphy is one of the Instagram accounts that actively uploads Arabic calligraphy content, making it a visual learning medium. The Arabic calligraphy content uploaded by the Instagram account @qalbcalligraphy can provide new opportunities to support *mahārah al-kitābah*. Students can observe writing patterns, stages of lettering, and the variety of beautiful Arabic writing styles, then use them as references in their writing practice. Wide and fast visual access makes digital calligraphy content via Instagram potentially an effective medium in supporting *mahārah al-kitābah*. [18]

Several previous studies were limited to mastery of Arabic vocabulary and grammar, the use of Instagram to upload assignments, not as a visual learning medium, and the research samples were university students. Whereas learning *mahārah al-kitābah* should begin with recognizing *hijaiyyah* letters, writing and connecting letters, until writing words or sentences clearly and legibly, before expressing ideas and thoughts into writing, and students at the MTs level should emphasize more on *mahārah al-kitābah*. [19], [20] The Instagram account @qalbcalligraphy displays posts that align with the initial steps of learning *mahārah al-kitābah*. Thus, by studying the Instagram account @qalbcalligraphy in supporting *mahārah al-kitābah*, this study closes this gap. This research is important because it expands the scope of research related to the use of social media in Arabic language learning, particularly in supporting *mahārah al-kitābah* for MTs students.

The objectives of this study are: (1) To describe the characteristics of the content on the Instagram account @qalbcalligraphy as a visual learning medium in supporting *mahārah al-kitābah* in MTs students; (2) To analyze the role of the Instagram account @qalbcalligraphy in supporting *mahārah al-kitābah* in MTs students; and (3) To reveal the responses of MTs students regarding the use of the Instagram account @qalbcalligraphy as a visual learning medium in supporting *mahārah al-kitābah*. Based on these objectives, this study is guided by the following research questions: (1) What are the characteristics of the content on the Instagram account @qalbcalligraphy as a visual learning medium in supporting *mahārah al-kitābah*?; (2) What are the roles of the Instagram account @qalbcalligraphy in supporting *mahārah al-kitābah* in MTs students?; and (3) What are the students' responses regarding the use of the Instagram account @qalbcalligraphy as a visual learning medium in supporting *mahārah al-kitābah*? Through these objectives and questions, this research seeks to pave the way for more flexible, accessible, and effective visual learning media in supporting *mahārah al-kitābah*.

LITERATURE REVIEW

Mahārah Al-Kitābah

Mahārah al-kitābah is an Arabic word consisting of two words, namely “*mahārah*” and “*al-kitābah*”. The word “*mahārah*” means competence or skill [5] and “*al-kitābah*” means a collection of arranged and organized words.[21] *Mahārah al-kitābah* is one of the disciplines in language skills related to communication activities between individuals using writing that can be read and understood by others, in accordance with applicable rules and writing guidelines.[11]

Mahārah al-kitābah has two basic aspects, namely the ability to form letters and master spelling, and the ability to express thoughts, ideas, and feelings in Arabic writing.[7] Starting a good *mahārah al-kitābah* in accordance with the rules of Arabic writing is to begin with: (1) Recognizing the *hijaiyyah* letters; (2) Learning the procedure for writing each *hijaiyyah* letter; (3) Writing each *hijaiyyah* letter one by one; (4) Learning how to connect the *hijaiyyah* letters; (5) Writing a word with connected *hijaiyyah* letters; (6) Writing short sentences; and (7) Writing complete sentences without looking at examples so that you can write a description of your ideas into a complete piece of writing.[20], [22]

The objectives of *mahārah al-kitābah* are to: (1) Understand the writing of *hijaiyyah* letters; (2) Use *hijaiyyah* letters in either isolated or connected forms to write Arabic phrases depending on their position; (3) Master the Arabic writing techniques correctly; (4) Study the art of copying or correcting calligraphy; (5) Develop the skill of writing Arabic from right to left; and (6) Correctly writing Arabic sentences according to writing guidelines.[23]

Mahārah Al-Kitābah Learning Media

The word “learning” refers to a process, change, method of teaching, or effort made to encourage students to learn by creating conducive learning activities to achieve learning objectives.[12] The English word “learning” is “instruction,” which has a broader meaning than simply teaching. It is an activity that an individual can carry out at any time and place, and has a broad scope, both formally and informally.[7] As for “media”, originally from “*medium*” in the Latin language, it means “intermediary” in Indonesian.[8]

In learning activities, the selection and use of learning media are necessary. Learning media are tools for delivering material to facilitate the learning process.[24] Learning media play a crucial role in the learning process because they can increase student enthusiasm for learning the material and enliven the learning atmosphere, thereby consolidating knowledge.[13]

Mahārah al-kitābah learning media are tools that are used effectively to help deliver material to achieve success in the learning process and its objectives.[25] Appropriate learning media will successfully support students’ *mahārah al-kitābah*. [26] To support students’ *mahārah al-kitābah*, educators can use three learning media, namely: (1) Dictation (*imlā*), which is a type of writing in the form of letters in a sentence or paragraph by writing the letters in their proper place based on the rules of writing; (2) Calligraphy (*ḵaṭ*), which is related to the field in Arabic writing with Arabic writing techniques and rules such as connecting letters, combined with a beautiful writing style based on pure Arabic literary art; and (3) Essay (*inṣyā*), is a level of Arabic writing that leads to the origin of an idea in the form of a message, opinion, and feeling into written language, not just a form of letters, words, or sentences.[12]

Arabic Calligraphy

The word “calligraphy” originates from the Latin language; “*kalios*” means “beautiful,” and “*graphein*” means “writing”.[22] In Arabic, “calligraphy,” namely “*ḵaṭ*,” means “beautiful writing” or “the skill to writing beautifully”, related to handwriting visually and not about the contextual text or its material.[12] Arabic calligraphy is one of the cultural arts in the development of the

Arabic language that has a significant influence on the *mahārah al-kitābah*.^[27] The characteristic of Arabic calligraphy is its unique cursive script, which can actually increase the ability to recognise something effectively.^[28]

Arabic handwriting can present challenges in analyzing and emulating it because of its complicated movement; for example, writing Arabic should be done from right to left.^[29] The objectives of using Arabic calligraphy in *mahārah al-kitābah* learning are to: (1) Accustom individuals to write Arabic clearly and legibly; (2) Accustom individuals to control hand movements lightly, easily, and steadily while nurturing beautiful writing; and (3) Make it easier for others to read the text and prevent readers from getting tired while looking at it.^[22] So, the challenges and difficulties in Arabic handwriting can be solved by using Arabic calligraphy in *mahārah al-kitābah* learning.

By requiring precision, discipline, and patience, calligraphy can nurture character traits, such as perseverance and concentration.^[30] Besides affecting the awareness of writing Arabic steadily and enhancing the ability to handle the placement of Arabic letters carefully, Arabic calligraphy also teaches the lessons of diligence and focus in facing challenges and difficulties by writing Arabic meticulously and precisely.^[11] Therefore, calligraphy has become one of the learning media in the Arabic language, especially in supporting *mahārah al-kitābah*.^[12]

Instagram as a *Mahārah Al-Kitābah* Learning Medium

Technological developments play a significant role in opening up new opportunities by providing a variety of platforms that can be used as digital learning media, thus making learning activities and environments more engaging, flexible, and accessible at any time.^[31] In recent years, the integration of technology into Arabic language learning has attracted increasing attention.^[32] This is because technology has become inseparable and relevant in individuals' daily lives.^[33]

In the learning process, the use of digital learning media has become an integral part.^[34] In this context, *mahārah al-kitābah* needs substantial educational innovation in learning media to support learning.^[35] With increasingly open information systems, social media has begun to be utilized as an innovation in learning media for the *mahārah al-kitābah*.^[25] One popular social media platform used as a learning medium is Instagram.^[26] Instagram itself is a social media application that provides features where users can share or take photos and videos, as well as communicate through likes, comments, and direct messages between followers and users.^[17] Instagram has great potential to become a new space for calligraphers to present content as a visual learning medium.^[36]

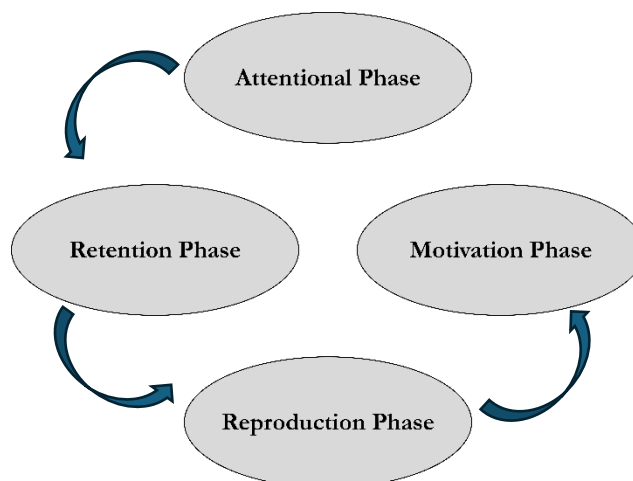
The integration of calligraphy as a learning medium for the *mahārah al-kitābah* and Instagram as a form of digital technology development is a fitting collaboration. Instagram, with its various available features and its use in students' daily lives, can expand its use beyond social media to become a learning medium.^[26] The visual context richness of Instagram can accelerate the understanding of Arabic writing structure.^[37] These are the advantages of using Instagram as a learning medium because the video content is moving and shows every step clearly. The uploaded photos also show eye-catching displays that attract the viewers. Meanwhile, textbook learning only shows narrative text and some pictures. Sometimes, it is even displayed in black and white. By viewing Arabic calligraphy content on Instagram accounts, students can gain a deeper understanding of the *hijaiyyah* letter forms, their writing structure, and their specific placement, thereby enhancing students' *mahārah al-kitābah* into neater, more balanced, and more beautiful writing.^[11]

Social Learning Theory

Social Learning Theory (SLT) was developed and introduced by Albert Bandura in 1977 and highlights the cognitive competencies of the mind, understanding, and evaluation.^[38] Social Learning Theory is a combination and a bridge between behaviorism and cognitive learning

theory.[39] Albert Bandura stated that individual factors and the social environment influence human behavior; therefore, the learning process is inseparable from environmental influences, particularly through modeling or imitation.[40], [41]

In Social Learning Theory, some steps take place in each learning process: (1) Attentional phase, when students focus their attention on the model, it will be easier for them to imitate it; (2) Retention phase, what they see and observe during the first phase will be stored in their memory; (3) Reproduction phase, students will present and do the same actions they recall from the second phase; and (4) Motivation phase, also referred to as reinforcement when students are motivated to develop their abilities during the presentation in the third phase.[42]



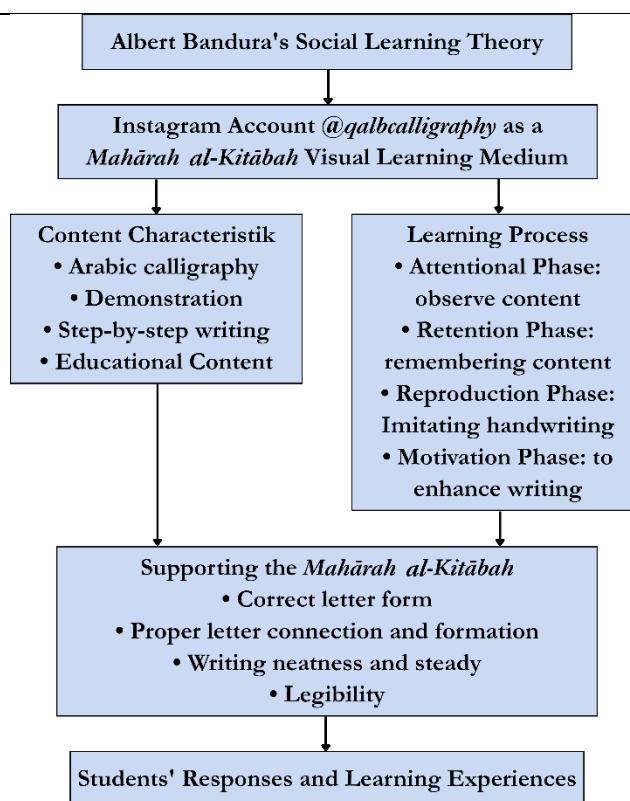
Picture 1. The Steps in Albert Bandura's Social Learning Theory.

Source: Developed by the Authors Based on Albert Bandura's Social Learning Theory.

Picture 1 shows the steps to follow in Social Learning Theory. Based on these theoretical perspectives, this study integrates these concepts into a unified theoretical framework. These interconnected concepts explain how Instagram-based Arabic calligraphy content functions as a visual learning medium that supports students' *mahārah al-kitābah* through observation, remembering, imitation, and motivation.

Theoretical Framework of the Study

This study employs five main theoretical concepts as the foundation of the analysis: (1) *mahārah al-kitābah*; (2) *mahārah al-kitābah* learning media; (3) Arabic calligraphy; (4) Instagram as a learning medium; and (5) Social Learning Theory. The relationship among these concepts is illustrated in Picture 2.



Picture 2. The Theoretical Frameworks of This Study.

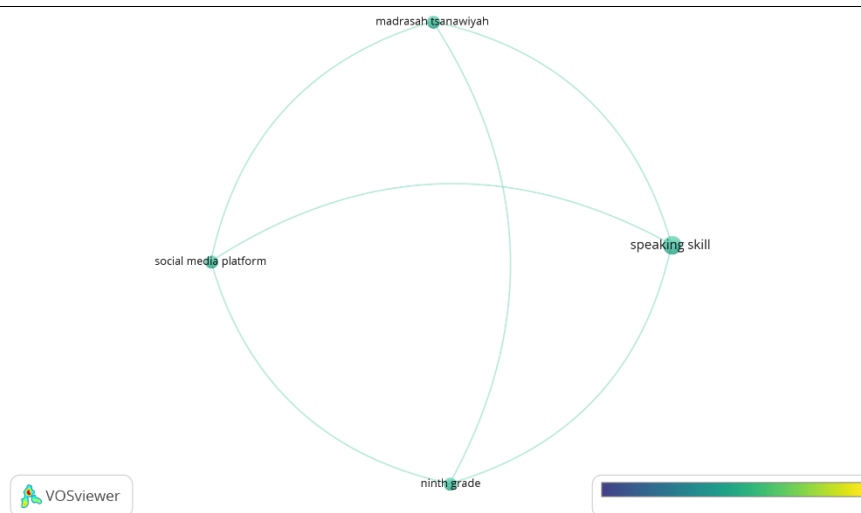
Source: Developed by the Authors

Picture 2 presents the theoretical frameworks of this study. Guided by Albert Bandura's Social Learning Theory, these learning processes are expected to support *mahārah al-kitābah*. In contrast, students' responses and learning experiences provide insights into the role of Instagram-based Arabic calligraphy content in *mahārah al-kitābah* learning.

Based on previous research, the use of Instagram as an Arabic language learning medium has been successful and effective in supporting and improving language skills, including vocabulary and grammatical structure. In their research, Rahman et al. [17] stated that Instagram shows great potential in enhancing the experience and quality of vocabulary mastery and grammatical structure. Audina & Muassomah [26] stated in their research that Instagram has been proven to stimulate students' creativity and innovation in developing Arabic writing skills to upload assignments to assess the effectiveness of its features, not as a visual learning medium.

Several other studies have been conducted, including one by Fuadah [18] who used the Instagram account @Nahwu_Pedia specifically as an innovation in teaching *mahārah al-qira'ah* and *mahārah al-kitābah* to Arabic language students, and analyzed the advantages and disadvantages of its use. Furthermore, Qori'ah et al. [25] also used the Instagram account @Arabiyahtalk to teach *mahārah al-kitābah* to Arabic language students and showed a positive response to its use, so Instagram became an effective and interesting medium in supporting learning activities.

Although the use of Instagram as a medium for Arabic language learning and *mahārah al-kitābah* learning has been widely studied, research on how Instagram accounts specifically for Arabic calligraphy can support *mahārah al-kitābah* at the MT's level remains limited. This is evidenced by a review of previous research using specific keywords and presented in Picture 3.



Picture 3. The Mapping of the Previous Research.

Source: Generated by the Authors using VOSviewer based on metadata retrieved from Dimension

(accessed on June, 2026)

Picture 3 shows a network of 4 interconnected items, namely: “madrasah tsanawiyah,” “social media platform,” “ninth grade,” and “speaking skill”. These items were obtained by searching for previous research from 2022–2026 using the keywords “Arabic writing skills,” “Arabic calligraphy,” “social media,” and “Islamic junior high school” in Dimensions, and the metadata was mapped using VOSviewer software. Based on these connections, there is a link between “madrasah tsanawiyah,” “ninth grade,” and “social media platform,” which means research is being conducted on it. However, the mapped network does not show items corresponding to “Arabic writing skills” or “Arabic calligraphy.” This indicates that the combination of social media platforms, Arabic calligraphy content, and Arabic writing skills is not represented in the mapped research network.

Based on previous research and the metadata-mapped analysis, there is a clear research gap. Therefore, this study attempts to fill the gap by analyzing the role of the Instagram account @qalbcalligraphy, a dedicated account for Arabic calligraphy, as a visual learning medium in supporting *mahārah al-kitābah*. Thus, this study contributes to the practical application of Instagram as an innovative learning medium for calligraphy in supporting *mahārah al-kitābah*, with a cohesive integration of flexible digital technology and Arabic cultural arts.

The novelty of this research lies in its examination of the role of the Instagram account @qalbcalligraphy, a social media account specifically dedicated to posting Arabic calligraphy content, a rarely researched focus, rather than the general Arabic language Instagram account that posts content on various aspects of learning. This research bridges calligraphy as an Arabic cultural art form and a visual learning medium with social media as a flexible form of digital technology development. This research also provides new insights into how Arabic language culture can be combined with advances in information and communication technology, while also providing a source of innovation for educators utilizing Instagram as a visual learning medium.

METHOD

Research Design

This research uses a descriptive qualitative approach aimed at generating and presenting descriptions of factual data in the field or research location. The research design used was a case study, as this research is descriptive in nature with an in-depth study centered on a single case: the

use of the Instagram account @qalbcalligraphy, which specifically posts Arabic calligraphy content as a visual learning medium in supporting *mahārah al-kitābah*.

Population and Samples

MTs Al-Ma'tuq is an Islamic Boarding School for boys, so the population and samples were limited to male students only. The population in this study was 27 ninth-grade male students of MTs Al-Ma'tuq, with a sample of eight male students from the same class selected using a purposive sampling technique. Based on this technique, the criteria used in determining the sample were students who most frequently use Instagram accounts in their daily lives (more than four hours per day). Consequently, the findings of this study are limited to the gender, experiences and interpretations of active Instagram users, thereby constraining the results.

Instruments

The primary instrument in this research is the researcher themselves, responsible for collecting, interpreting, and validating data related to real-life events and research procedures in the field. Supporting instruments include observation sheets and semi-structured interview guides. This research has two data sources: primary data and secondary data. Primary data sources are derived from research findings using data collection techniques. Secondary data sources are obtained from digital literature to complement and interpret research findings from articles, journals, books, and other sources.

Procedures

Data collection techniques used were observation, interviews, and documentation. The observations were participatory, with the researcher directly accompanying the students in their use of the Instagram account @qalbcalligraphy and observing their activities, which were conducted on 26-27 February, 2026. On the first day, students completed a handwritten Arabic writing task before using the Instagram account @qalbcalligraphy. On the second day, students used the Instagram account as a visual learning medium before completing a second handwritten writing task. The observations related to students' use of the Instagram account @qalbcalligraphy were conducted within the school environment, specifically in the mosque area, outside regular class hours after praying *'asbr*. The observation schedule was arranged with the school's approval and the participants' consent to ensure that it did not interfere with students' academic activities or personal commitments. Interviews were conducted after the observation sessions.

In-depth interviews were conducted in a semi-structured manner to make the interview activities feel more intimate and open, using an interview guide that contained key information to be obtained. During the reporting stage, representative quotations were purposively selected to illustrate each identified theme, while repetitive responses expressing similar meanings were incorporated into the thematic analysis without being quoted individually. Documentation was carried out by analyzing research-related documents to strengthen and complement other data. Documents needed in this study include uploads of Arabic calligraphy works on the Instagram account @qalbcalligraphy, as well as student handwriting sheets before and after using the Instagram account @qalbcalligraphy to see the role of the account in supporting students' *mahārah al-kitābah*. These handwriting sheets serve as the qualitative documentation data to describe observed changes, rather than as a quantitative measurement of the effect.

Data analysis in this research is interactive, utilizing the Miles, Huberman, and Saldana (2014) model.^[43] The data analysis stages include: (1) Data collection; (2) Data reduction; (3) Data presentation; and (4) Conclusion drawing. The researcher collected research data through observation, interviews, and documentation, referring to and guided by the supporting instruments for each data collection technique. Then, the raw data from the data collection were carefully selected and condensed during the data reduction stage. For example, if interview results show

repetitive answers, more detailed answers were selected to strengthen the findings from other data collection techniques. Similarly, with other data collection techniques, those that best strengthened each finding were selected and reduced. The results were condensed to eliminate unnecessary wordiness and repetitive descriptions. The reduced data were then cross-checked for consistency across data items. The final results, after data reduction, were interpreted into a descriptive narrative to interpret the research findings.

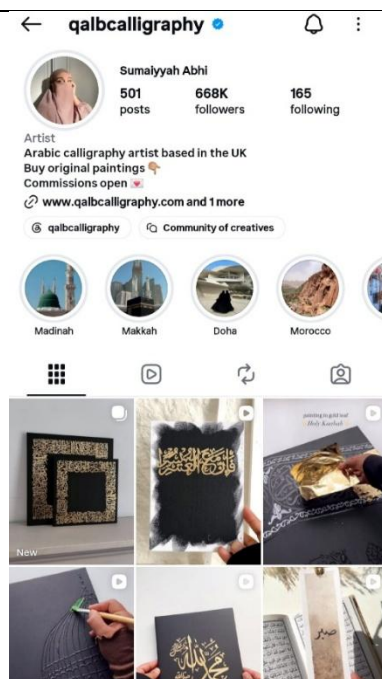
To ensure the trustworthiness of the findings, this study adopted Lincoln and Guba's (1985) criteria, namely: (1) Credibility; (2) Transferability; (3) Dependability; and (4) Confirmability.^[44] Credibility was enhanced through methodological triangulation by comparing data obtained from observations, semi-structured interviews, and documentation to ensure the consistency of the findings. Furthermore, students' Arabic handwriting sheets were independently assessed by two Arabic language teachers using the same assessment rubric, which evaluated letter formation, letter connection, alignment and neatness, legibility, and compliance with Arabic writing rules. The writing samples were presented without indicating whether they were produced before or after the learning activities (*blind assessment*), allowing the independent raters to evaluate the writing objectively and minimizing researcher bias. Transferability was supported by providing detailed descriptions of the research context, participants, and research procedures, enabling readers to determine the applicability of the findings to similar contexts. Dependability was ensured by systematically recording the time, date, and location of the research process. Confirmability was established by ensuring that all interpretations and conclusions were grounded in evidence obtained from interview transcripts, observation notes, students' writing, and supporting documentation.

Before data collection, permission to conduct the study was obtained from the MTs Al-Ma'tuq Arabic teacher. Since the participants were minors, parental consent was obtained before they participated in the study. In addition, all participating students voluntarily agreed to participate after receiving an explanation of the research objectives and procedures. To protect participants' privacy, all interview excerpts were anonymized using participant codes (e.g., S1, S2, and S3) instead of students' names. Likewise, students' names and other identifying information appearing in the writing samples were obscured to maintain confidentiality. The screenshots of the Instagram account @qalbcalligraphy included in this article are reproduced with permission from the account owner and are used for research and scholarly publication purposes only.

RESULT AND DISCUSSION

Content Characteristics of the Instagram Account @qalbcalligraphy as a Visual Learning Medium in Supporting *Mahārah al-Kitābah*

The Instagram account @qalbcalligraphy is one of the Instagram user accounts that specifically uploads Arabic calligraphy content. As of June 2026, this account has approximately 668,000 followers and 501 total posts of Arabic calligraphy content, both as images in its feed and as video reels. The uploaded content includes videos of the calligraphy writing process uploaded on reels and photos of the final Arabic calligraphy writing on its feed in various styles, presented aesthetically and attractively. The homepage of the Instagram account @qalbcalligraphy is shown in Picture 4 below.



Picture 4. Homepage of the Instagram Account @qalbcalligraphy

Source: Screenshot from the Instagram Account @qalbcalligraphy (accessed in June, 2026)

Picture 4 shows the homepage of the Instagram account @qalbcalligraphy, which also displays several recent posts in its feed. This account combines calligraphy as an Arabic cultural art form and Instagram as a contemporary visual learning medium, offering high potential to support *mahārah al-kitābah*.

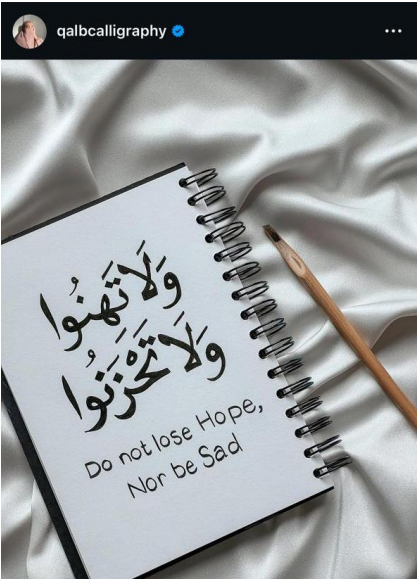
Based on observations, the uploaded content has strong visual characteristics, characterized by the neat *hijaiyyah* letterforms written in accordance with Arabic writing rules. The content also demonstrates several visual characteristics that support Arabic writing learning. Furthermore, the structured layout and posts featuring soft and harmonious color combinations make each piece of content engaging. The main characteristics identified from the observation are summarized in Table 1.

Table 1. Characteristics of the Instagram Account @qalbcalligraphy Content Relevant to *Mahārah al-Kitābah*

Observed Aspects	Findings	Contribution to <i>Mahārah al-Kitābah</i>
Type of content	Feed images and Reel videos	Provides both final writing models and writing process demonstrations
Arabic letter formation	Clear, neat, and proportional	Helps students recognize correct letter shapes
Writing rules	Follows standard Arabic writing conventions	Assists students in writing accurately
Letter connection	Consistent and well-structured	Facilitates understanding of letter joining
Visual layout	Organized and focused on the writing	Makes learning easier and more engaging
Color composition	Soft and harmonious color	Increases visual comfort and learning motivation

Educational value	Demonstrates writing techniques and calligraphy practices	Supports independent learning and writing practice
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The Instagram account @qalbcalligraphy presents educational content through two main formats, namely image-based posts and videos. The image-based content emphasizes the final appearance of Arabic calligraphy, while the video-based content demonstrates the writing process step by step. To illustrate the observed content characteristics, one feed post and one reels post were selected as representative examples of the two primary content formats consistently uploaded by the Instagram account @qalbcalligraphy during the observation period. The selected content is presented only as visual illustrations, whereas the analysis was based on the overall content observed throughout the research period. This content was displayed in Pictures 5 and 6 below.



Picture 5. Arabic Calligraphy Photo Content
Uploaded by @qalbcalligraphy on Its Feeds

Source: Screenshot from the Instagram Account @qalbcalligraphy (accessed in June, 2026)



Picture 6. Arabic Calligraphy Photo Content
Uploaded by @qalbcalligraphy on Its Reels

Source: Screenshot from the Instagram Account @qalbcalligraphy (accessed in June, 2026)

Picture 5 shows content uploaded as photos or feeds by the Instagram account @qalbcalligraphy. As visual content, feed posts enable students to observe the final form of Arabic calligraphy in detail, allowing repeated examination of letter shapes, spacing, and overall handwriting quality. This supports visual learning by providing a permanent reference that students can revisit whenever needed.^[17] Although not colorful, these posts demonstrate neatness in Arabic writing, adherence to proper Arabic writing rules, clarity, and consistency. This is in accordance with the characteristics of calligraphy that support mahārah al-kitābah because it exemplifies Arabic writing that is clear, legible, neat, consistent, and in accordance with correct writing rules.^[11]

Meanwhile, Picture 6 presents video or reels content uploaded by the Instagram account @qalbcalligraphy, demonstrating the process and method of writing the Arabic phrase الْحَمْدُ لِلَّهِ (*al-ḥamdu lillāh*, “All praise is due to Allah”). This video combines natural colors with aesthetic value, making it comfortable to look at so the eyes do not experience fatigue or overstimulation from excessive colors. The combination of white, black, and shades of brown as basic colors gives a calming, lively impression and helps the audience focus on the content, even when it is repeated.^[45]

Overall, the observed characteristics indicate that the content uploaded by @qalbcalligraphy is

not only about aesthetics, but also educational. The combination of accurate Arabic writing models, visually appealing presentation, and process-oriented demonstrations makes the account a relevant visual learning medium for supporting *mahārah al-kitābah*. These findings answer the first research question regarding the characteristics of the Instagram account content that are relevant to Arabic writing learning. Unlike previous studies that mainly examined Instagram as a general social media platform for language learning, the present study identifies specific content characteristics that integrate Instagram's visual features with Arabic calligraphy as instructional material for supporting *mahārah al-kitābah*. This finding provides a more detailed understanding of how platform and content characteristics work together to support *mahārah al-kitābah* learning.

The Role of the Instagram Account @qalbcalligraphy in Supporting *Mahārah al-Kitābah*

Observations and interviews indicated that the Instagram account @qalbcalligraphy played an important role in supporting students' *mahārah al-kitābah*. Four major roles emerged from the findings: supporting Arabic handwriting quality, enhancing students' learning motivation, providing an additional learning resource beyond the classroom, and encouraging positive writing behaviours. Given the two-day observation period, these findings reflect students' initial responses and short-term changes following the use of the Instagram account. Before presenting these findings, Table 2 summarizes the characteristics of the research participants.

Table 2. Characteristics of the Research Participants

Participant	Instagram Use Intensity	Previous Experience in Arabic Handwriting
S1	More than 5 hours daily	School-based Arabic learning
S2	More than 5 hours daily	School-based Arabic learning + Arabic Tutoring
S3	More than 5 hours daily	School-based Arabic learning
S4	More than 5 hours daily	School-based Arabic learning + Arabic Tutoring
S5	More than 5 hours daily	School-based Arabic learning + Arabic Tutoring
S6	More than 5 hours daily	School-based Arabic learning
S7	More than 5 hours daily	Limited Arabic learning before MTs + Arabic tutoring
S8	More than 5 hours daily	School-based Arabic learning

Table 2 presents the characteristics of the research participants involved in this study. All participants were selected through purposive sampling based on their intensive daily use of Instagram, ensuring that they were familiar with Instagram as a digital platform. Their previous experience in Arabic handwriting varied, ranging from regular school-based instruction to additional Arabic tutoring, while one participant had limited Arabic learning before entering MTs. This variation provided diverse learning backgrounds while remaining consistent with the participant selection criteria.

Interview findings revealed that students perceived the Instagram account @qalbcalligraphy as a useful visual model for improving the quality of their *mahārah al-kitābah*. They reported that the uploaded videos provided clear demonstrations of letter formation, letter connections, and Arabic writing conventions. As one student put it:

"Even though we only watched some of the videos, it already provided clear examples of how to write good Arabic slowly, providing education about writing rules. I really want my writing to become so good," (S1).

The interview results suggest that the step-by-step visual demonstrations uploaded by the

account enabled students to observe the correct formation and connection of Arabic letters more carefully.[25] This finding extends previous studies on the use of Instagram in Arabic language learning, which primarily involved university students and focused on higher-level writing activities, including digital writing and text production.[18], [25] In contrast, the present study demonstrates that the Instagram account @qalbcalligraphy supports Arabic handwriting among MTs students through its visual content that shows letter formation, letter connections, and correct Arabic writing conventions. It indicates that Instagram can support *mahārah al-kitābah* not only at higher levels of writing but also during the initial stages of improving the quality and legibility of Arabic handwriting.

The interview findings were consistent with the observation results and the independent assessment conducted by two Arabic language teachers. The assessors evaluated students' handwriting samples collected before and after the learning activity without being informed of the sequence of the samples. The assessment indicated that the post-learning handwriting generally showed clearer letter formation, more consistent letter connections, improved alignment and neatness, greater legibility, and better compliance with Arabic writing conventions than the pre-learning handwriting. The students' handwriting is displayed in Picture 7 below.



Picture 7. Representative Examples of Students' Arabic Handwriting Before and After Using the Instagram Account @qalbcalligraphy as a Visual Learning Medium.

Source: Research Documentation, 2026

Picture 7 presents three representative examples of students' Arabic handwriting before and after using the Instagram account @qalbcalligraphy as a visual learning medium. The examples were selected based on the results of the independent assessment conducted by two Arabic language teachers to represent significant, moderate, and minimal levels of handwriting change observed among the participants. This presentation illustrates the range of handwriting changes observed among participants rather than implying that all students experienced identical levels of improvement. Across the three examples, the post-learning handwriting generally demonstrates clearer letter formation, more consistent letter connections, improved alignment, and greater legibility than the corresponding pre-learning handwriting. However, the magnitude of these changes varied among students, indicating that each participant experienced the supporting role of

the Instagram account differently. Considering the short observation period, these findings should be interpreted as students' initial responses to the visual learning experience rather than evidence of long-term development of *mahārah al-kitābah*.

Based on the interview results, all students reported that they experienced changes in their Arabic writing, becoming neater and clearer. Students also felt increased motivation to write better Arabic because the aesthetic value displayed by the Instagram account @qalbcalligraphy in Arabic writing makes writing more balanced, neat, and clear to read.[18] This is supported by a statement from one student during an interview:

"I try to write more neatly and clearly with each letter. Usually, some of them float or fluctuate. Now I'm trying to be more even and neat," (S2).

The interview indicates that students were motivated not only by the aesthetic quality of the uploaded calligraphy but also by Instagram's accessibility as a visual learning medium. The ability to repeatedly view the uploaded content enabled students to observe fine details of Arabic writing while encouraging them to improve the neatness, consistency, and readability of their own writing. In contrast, the uploaded Arabic calligraphy served as an observable model that stimulated students' motivation to imitate accurate Arabic handwriting practices. This finding is also consistent with previous studies reporting that Instagram enhances students' motivation and engagement in language learning through visually appealing and interactive learning content.[26]

With limited time to learn about the *mahārah al-kitābah* at school, several students stated that the Instagram account @qalbcalligraphy has become an additional learning medium and resource for them to learn about the *mahārah al-kitābah*. The availability of the uploaded content on Instagram enables students to revisit Arabic handwriting demonstrations outside regular classroom activities, which encourages their motivation and interest in learning and supporting *mahārah al-kitābah*. [26] As one student put it:

"Because there's only short time to study in class, and nowadays, people who can write well in Arabic are rare. So when there is opportunity, I want to practice the good Arabic writing," (S3).

The interview findings suggest that the Instagram account @qalbcalligraphy complemented *mahārah al-kitābah* learning activity in school by extending learning opportunities beyond formal lesson hours. This combination enabled students to continue learning outside the classroom while reinforcing what had been introduced during formal instruction. This finding is consistent with previous studies reporting that Instagram and other social media platforms can function as supplementary learning media by providing flexible access to educational content beyond classroom instruction.[17], [26]

Observations show that the Instagram account @qalbcalligraphy plays a role not only in students' Arabic writing but also in their attitudes, conditions, and writing style. When writing, students sit comfortably to focus on their writing.[20] During the writing process, students write calmly and patiently, focusing on what they are writing. This suggests that viewing, watching, and using calligraphy as a visual learning medium on the Instagram account @qalbcalligraphy allows students to be more focused, calm, and patient when writing Arabic, resulting in neat, balanced, clearly legible writing that adheres to writing rules.[11]

This finding is consistent with previous studies suggesting that visual learning media can increase students' concentration and engagement during learning activities.[33] Likewise, Arabic calligraphy has been recognized as a learning medium that encourages precision, patience, and discipline because students are required to pay close attention to letter formation, spacing, and writing accuracy.[11] However, the present study extends these findings by demonstrating that these positive writing behaviours emerged within an Instagram-based learning environment.

The findings indicate that the Instagram account @qalbcalligraphy played a meaningful role in

supporting students' *mahārah al-kitābah* through multiple complementary aspects. As a visual learning medium, Instagram provided accessibility of Arabic calligraphy content that students could repeatedly observe beyond classroom instruction, while the calligraphy content itself offered clear, aesthetically presented models of Arabic handwriting. Together, these characteristics supported improvements in *mahārah al-kitābah* quality, enhanced students' learning motivation, provided an additional learning resource, and encouraged more careful and focused writing behaviours. Given the two-day observation period, these findings should be interpreted as evidence of the account's short-term supporting role and students' initial responses to the visual learning experience, rather than as evidence of long-term development of *mahārah al-kitābah*. Among the four identified roles, supporting handwriting quality and increasing learning motivation emerged as the most consistently reported by participants, whereas the remaining roles functioned as complementary contributions that enriched students' learning experiences.

Student Responses Regarding the Use of the Instagram Account @qalbcalligraphy as a Visual Learning Medium in Supporting *Mahārah al-Kitābah*

Based on interviews, all students responded positively to the Instagram account @qalbcalligraphy as a visual learning medium for supporting *mahārah al-kitābah*, even though some of them stated some challenges. Their responses included perceived benefits of the content, accessibility through Instagram, motivation to practice Arabic writing, and several limitations in using the platform. The distribution of these interview findings is summarized in Table 3.

Table 3. Summary of Interview Findings Regarding Students' Responses to the Use of the Instagram Account @qalbcalligraphy

Theme	Number of Students	Representative Quote
Positive response to the content	8/8	<i>"Even though we only watched some of the videos, it already provided clear examples of how to write good Arabic slowly, providing education about writing rules. I really want my writing to become so good," (S1).</i>
Clear and easy-to-follow Arabic writing samples	8/8	<i>"I'm happy because it's free and easy to follow, and it provide clear examples of the writing step-by-step so I can easily imitate it and try to be as good as the content," (S4).</i>
Easy access to learning content through Instagram	7/8	<i>"Everyone knows how easy Instagram is, we can view every content anytime anywhere while learning and observing the detail to learn," (S8).</i>
Increased motivation to practise Arabic writing	8/8	<i>"I try to write more neatly and clearly with each letter. Usually, some of them float or fluctuate. Now I'm trying to be more even and neat," (S2).</i>
Instagram as an additional learning resource	5/8	<i>"Because there's only short time to study in class, and nowadays, people who can write well in Arabic are rare. So when there is opportunity, I want to practice the good Arabic writing," (S3).</i>
Difficulty asking questions or receiving direct feedback	6/8	<i>"The obstacle is not being able to ask directly if there are questions," (S7).</i>
Distraction from Instagram's scrolling feature	3/8	<i>"Sometimes when I open Instagram, I often forget what to do and automatically just scroll instead of viewing or searching the educational account," (S6).</i>

Table 3 presents the numbers that indicate the participants (out of eight) whose interview

responses reflected each identified theme. As participants could express more than one theme, the categories are not mutually exclusive. Students generally expressed positive responses toward the content uploaded to the Instagram account @qalbcalligraphy. One student stated:

"I'm happy because it's free and easy to follow, and it provide clear examples of the writing step-by-step so I can easily imitate it and try to be as good as the content," (S4).

This response indicates that students appreciated both the educational value and the accessibility of the uploaded content. The availability of free learning content also increased students' willingness to practise Arabic handwriting independently without additional financial barriers. These findings support previous studies suggesting that accessible digital learning resources can increase students' engagement in language learning.[17], [25]

"In this day and age, technology is increasingly sophisticated, sometimes people search for information and even learn directly on social media, especially Instagram. Also, you know, sometimes students are always feels bored when study. But using Instagram as media, actually feels good," (S5).

Based on the student's statement above, students viewed Instagram not only as a social networking application but also as a familiar platform for learning. Because Instagram was already integrated into their daily activities, accessing Arabic calligraphy content required little additional effort or adaptation. This familiarity reduced barriers to learning and encouraged students to explore educational content voluntarily.

Students also experienced various conveniences in using the Instagram account @qalbcalligraphy as a visual Arabic language learning medium to support *mahārah al-kitābah*. Interesting features that do not become monotonous, the availability of video content that can be revisited, increased learning efforts not only in the classroom but also beyond classroom activities, and the familiarity of Instagram among students were perceived as advantages of the Instagram account @qalbcalligraphy as an Instagram-based *mahārah al-kitābah* learning medium.[18], [26] One student expressed this:

"Everyone know how easy Instagram is, we can view every content anytime anywhere while learning and observing the detail to learn," (S6).

However, the students also felt that there were shortcomings in using the Instagram account @qalbcalligraphy as a visual learning medium for supporting *mahārah al-kitābah*, namely indirect learning activities with the presenter, so that it was difficult to communicate, such as asking questions and interacting directly.[18], [26] As stated by one student:

"The obstacle is not being able to ask directly if there are questions," (S7).

This finding suggests that Instagram functions most effectively as a supplementary visual learning medium rather than a replacement for classroom instruction.[17] Teacher guidance remains important to provide clarification, corrective feedback, and interactive discussion during *mahārah al-kitābah* learning. Another student also stated about the challenges in using Instagram as a learning medium:

"Sometimes when I open Instagram, I often forget what to do and automatically just scroll instead of viewing or searching the educational account," (S8).

As reflected in the response above, one challenge was the platform's distracting nature. The entertainment-oriented features of Instagram sometimes diverted students' attention from their original learning purpose, making it easy to become distracted by other content. These findings suggest that although Instagram provides accessibility to visual learning resources, its effectiveness still depends on students' self-regulation and should be combined with direct interaction.[17], [18]

Overall, students responded positively to the use of the Instagram account @qalbcalligraphy

as a visual learning medium. Their responses reflected appreciation for two complementary aspects: Instagram as an accessible and familiar learning platform and Arabic calligraphy content as an engaging visual model for Arabic handwriting practice. At the same time, students faced challenges in asking questions directly and were easily distracted. These findings suggest that Instagram can effectively complement classroom instruction by providing flexible and engaging visual resources. At the same time, teacher support remains essential for facilitating discussion and guiding *mahārah al-kitābah* learning.

CONCLUSION AND IMPLICATION

Conclusion

The findings show that the Instagram account @qalbcalligraphy contains visual characteristics that are relevant to supporting *mahārah al-kitābah*, including accurate Arabic handwriting models, process-oriented demonstrations, and visually engaging content. The account supports students' Arabic handwriting quality, learning motivation, additional learning beyond the classroom, and positive writing behaviours. Students also responded positively to the use of the account while acknowledging several limitations related to using Instagram as a learning platform.

This study contributes to Arabic language education by demonstrating that Instagram can function not only as a social media platform but also as a visual learning medium when combined with educational Arabic calligraphy content. Unlike previous studies that mainly focused on university students or digital Arabic writing activities, this study provides evidence from MTs students. It highlights the complementary roles of Instagram as a learning platform and Arabic calligraphy as a visual model for supporting Arabic handwriting learning.

Future studies are encouraged to involve a larger number of participants and conduct longer observation periods to examine whether the observed handwriting improvements are sustained over time. Further research may also compare different Arabic calligraphy accounts or other social media platforms to obtain a broader understanding of their potential in supporting *mahārah al-kitābah*.

Implication

Several implications regarding the use of the Instagram account @qalbcalligraphy as a visual learning medium can be drawn based on the research findings. These findings indicate that support for *mahārah al-kitābah* in Arabic language learning requires greater attention from educators, students, and researchers. Arabic calligraphy, in particular, has the potential to function as a visual learning medium, and its integration with Instagram demonstrates how social media can support Arabic handwriting learning through educational and visually engaging content. For students, the findings of this study have an impact on the use of social media, especially Instagram, as a more flexible and engaging supplementary learning medium outside the classroom. For educators, these findings provide a source of innovation in selecting and using learning media that effectively support *mahārah al-kitābah* learning. For researchers, these findings serve as a reference for further research or as a source of literature for future research.

However, this study has several limitations. First, the conclusions of this study are limited in their generalizability because they focused on only one Instagram account dedicated to calligraphy and a single setting: the Islamic Junior High School for Boys (MTs) level. Second, the conclusion regarding the use of the Instagram account @qalbcalligraphy as a visual learning medium in supporting *mahārah al-kitābah* is limited by the lack of quantitative measurements. Third, the qualitative data in this study allow for subjective interpretations from readers. Fourth, the short research period may affect students' heightened awareness rather than long-term change. Fifth, the purposive selection of students with high Instagram usage may have introduced selection bias, limiting the transferability of the findings to students with different levels of social media use.

Therefore, further research is recommended to use a quasi-experimental design, including a comparison group and a longer research period. Further research is also recommended to compare the effectiveness between picture or feed posts and video or reels content for *maharah al-kitabah* learning. Additionally, it is suggested that the study be conducted with students at another level of education and with retention measurement for long-term changes.

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