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Problems and New Directions for Solutions in Arabic Writing Instruction for Non-Native Arabic-Speaking Children

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Abstract
The teaching of Arabic script, also referred to as the Hijaiyyah letters, still requires particular attention. This study aims to describe the typology of problems encountered in Arabic writing instruction skills to non-Arab children, both in terms of internal and external factors, as well as the solutions that can be pursued to achieve effective Arabic writing instruction for non-Arab children. This study employs a qualitative approach using an analytical descriptive method. Data were collected through documentation and a literature review. The data obtained were analyzed using a deductive method. The results of this study indicate that the teaching of Arabic letters remains subject to various problems and difficulties experienced by students, ranging from the lowest educational level, such as early childhood education, to the highest level, such as university. The problems encountered include difficulties in writing the correct forms of letters in accordance with established concepts. This is because Arabic letters are written from right to left, which differs considerably from the conventional practice of writing Latin letters, compounded by the lack of attention from institutions such as Qur'anic learning centers (TPA) to introducing the importance of writing Arabic letters properly and correctly. Several efforts can be undertaken to minimize these problems, including implementing interactive and enjoyable teaching methods; utilizing and maximizing technology and instructional media; implementing collaborative learning as well as gradual and systematic approaches; integrating cultural contexts and Arabic-speaking environments; and, equally importantly, strengthening teachers' competencies and promoting continuous professional learning.
Keywords: Writing Skills; Arabic Language; Hijaiyyah Letters; Non-Arab Children.

INTRODUCTION

Arabic language learning is often perceived as one of the most challenging and intimidating subjects by students in schools and madrasahs. Many of them dislike taking Arabic language classes. Nevertheless, the existence of the Arabic language is of great importance in the Islamic world (Uliyah & Isnawati, 2019). The primary objective of Arabic language learning is to explore and develop students' abilities to use the language, both actively (orally) and passively (in writing) (Irfan, 2020). In language learning, there are generally four language skills: listening skills (mahārah al-istimāʿ), speaking skills (mahārah al-kalām), reading skills (mahārah al-qirāʾah), and writing skills (mahārah al-kitābah). These four language skills should complement, influence, and support one another. The experiences and input gained through listening, speaking, and reading provide valuable contributions to writing, and vice versa (Munawarah & Zulkiflih, 2021).

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Writing is an activity of expressing ideas, thoughts, concepts, or feelings through linguistic symbols (Sukirman, 2020). This is consistent with Bukhari's statement, as cited by Rinawati et al. in their article, that writing is a language communication activity that uses written language as its medium (Rinawati et al., 2020). Budiyono states that, fundamentally, the purpose of teaching writing skills is to enable students to become proficient or capable writers (Budiyono, 2012). Arabic writing skills encompass three stages, namely writing letter forms and words in a beautiful manner, writing through dictation (imlāʾ), and writing at an advanced level, namely composition (Putri, 2012). Therefore, in order to reach the highest level, namely composition, a strong foundation is essential so that written texts can be read and understood and the messages conveyed through writing can be properly communicated to readers. Accordingly, the need for and requirement to write Arabic correctly is imperative, considering that writing skills are essential for the preservation, dissemination, and development of information and knowledge. Theories, knowledge, and various ideas, if not expressed in written form, can easily be lost and forgotten because human capacity for retaining information is very limited (Rathomi, 2020).

Writing activities for early childhood are highly important. This is because, in general, writing culture offers numerous benefits, including serving as a means of emotional expression and self-expression, developing the ability to form opinions, cultivating patience, strengthening commitment, and many others. Similar to drawing or painting, writing is also beneficial for fostering creativity and developing imagination (Chairunnisa & Masyhuri, 2019). In addition, considering that writing is an activity closely related to students' psychomotor skills (Suryati et al., 2022), it is essential that this activity receive adequate attention and appropriate guidance in the learning process.

The reality is that a considerable number of students still experience difficulties in writing Arabic script or Hijaiyyah letters, particularly students at the RA/early childhood education level, both visually and motorically. This is certainly influenced by various factors, one of which is that writing in Arabic differs considerably from writing in Indonesian. For non-Arab learners, it is quite natural to experience difficulties when learning to write in a foreign language (a second language). This is because Arabic writing proceeds from right to left, whereas Indonesian writing proceeds from left to right. In addition, Arabic letters have different forms when they appear independently or in initial, medial, and final positions (Rathomi, 2020). This certainly requires non-Arab learners to change their writing habits from left to right to right to left, while also requiring additional effort to remember the different forms of the letters.

Various studies have examined the problems and difficulties associated with Arabic writing. Among them, a study conducted by Irman Sumantri found that many elementary school students were still unable to write Arabic letters properly and correctly. Most of them were only able to pronounce the letters but were unable to write them. At this educational level, however, children should at least be trained to become accustomed to writing Arabic properly and correctly in preparation for the subsequent educational levels (Irman Sumantri, 2022). A study conducted by Dayudin and Ateng Rohendi in their article entitled *MAPAN Method: Proposing a New Method for Writing Arabic Letters More Concisely* reported that the ability to write Arabic letters among Islamic students and university students, including students majoring in Arabic Language, was generally low and did not meet the expected standards. They continued to experience difficulties in writing Arabic letters (Dayudin & Ateng Rohendi, 2019).

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This is attributed to several factors, including: 1) students' unfamiliarity with writing sentences in Arabic; 2) their unfamiliarity with writing from right to left, along with the distinctive characteristics of Arabic letters that require specific skills; and 3) the inadequate requirements for Arabic language proficiency and Arabic writing tests in the admission process for new students majoring in Arabic. With the implementation of the MAPAN method, it is expected that students will find it easier to write in Arabic, making the process more effective, easier, methodologically accurate, and aesthetically pleasing (Dayudin & Ateng Rohendi, 2019).

Zaki Ghufron explains that there are several problems associated with the use of Arabic script. Among these problems is the fact that certain sounds in Arabic are not represented in writing. In addition, some words have the same pronunciation but differ in their written forms, such as the use of the regular alif and alif maqṣūrah (ا، ى). Furthermore, Arabic letters have various forms depending on their position, and some primary letters share similar forms (Ghufron, 2010). In addition, the situation in the field, as reported by (Rafika Duri et al., 2023), indicates that there are still educational institutions that place insufficient emphasis on Islamic religious education. Consequently, many of their students continue to have limited knowledge and understanding of Islam. This situation is further exacerbated by the absence of Qur'anic learning centers (TPA) or other facilities that support the intensive learning of Islamic Religious Education. Learning the Hijaiyyah letters is the first material that must be studied when learning to read the Qur'an, because an inability to distinguish their pronunciation and written forms can lead to difficulties in reading the Qur'an (Rafika Duri et al., 2023).

Based on the discussion above, it is evident that the teaching of Arabic letters, also referred to as Hijaiyyah letters, remains subject to various problems and difficulties experienced by students, ranging from the lowest educational level, such as early childhood education, to the highest level, such as university. Therefore, as an effort to contribute to minimizing these problems, this study is needed to provide reinforcement, clarification, and solutions for addressing the problems and difficulties involved in learning to write Arabic letters, particularly among early childhood education students, considering that this level represents a very early stage at which children begin to develop the foundations of knowledge.

METHOD

This study is a qualitative study employing an analytical descriptive method. Descriptive refers to the process of explaining a phenomenon or fact in order to provide data that are as accurate and detailed as possible regarding the phenomenon or fact. Meanwhile, analytical refers to an effort to systematically identify and organize research data, followed by an examination of the data to uncover its meaning.

Data were collected through documentation and a literature review. In this regard, the researchers collected various sources of information related to the research topic, particularly issues and typologies of Arabic writing instruction, especially exercises in writing Hijaiyyah letters. The data obtained were analyzed using a deductive method, namely, drawing conclusions from general knowledge to assess specific events.

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RESULTS AND DISCUSSION

The Concept of Arabic Writing in Arabic Language Learning

Learning is a repetitive process that results in conscious changes in behavior and tends to be relatively permanent (Amalia, 2019). The role of learning and seeking knowledge, whether general or religious knowledge, is highly important, particularly for Muslims. Knowledge can be acquired from various sources according to an individual's abilities (Azzah S & Zuraidah, 2021). Arabic, as a foreign or second language for students in Indonesia, naturally presents challenges in teaching and difficulties in learning. These challenges vary, ranging from differences in the characteristics of Arabic and Indonesian to students' interest and enthusiasm in learning the language. Given these challenges, Arabic language teachers are required to provide instruction accurately and appropriately. Mastery of the subject matter is highly important for teachers to acquire (Nafilah et al., 2024)**.**

The attainment of written communication skills is one of the objectives of writing instruction in language learning. As a process, the development of writing skills does not immediately address the actual level of communication, but begins with the simplest stage, which is categorized as pre-communication. At the simplest stage, writing is an activity involving the processing of letters, words, sentences, and so forth as a medium for conveying ideas, thoughts, messages, and so forth to readers(Dayudin & Arifin, 2020).

In the context of Arabic language learning, pre-communicative writing is a fundamental issue, particularly for non-Arabic beginners. As it is considered a fundamental issue, basic writing is therefore highly important as a preparatory stage and as a means of developing students' readiness so that they do not encounter difficulties when they reach the communicative level. The incompleteness of writing skill attainment at the communicative stage is, to some extent, influenced by deficiencies at the pre-communicative stage. Therefore, the pre-communicative stage of writing skills, namely the stage of letter writing, needs to be optimized so that writing skills in Arabic language learning can likewise be achieved optimally. There are at least three aspects of pre-communicative Arabic writing, namely individual (isolated) letters, connected letters, and words (Dayudin & Arifin, 2020).

Arabic writing instruction requires a specialized approach due to the uniqueness of its script and its contextual variations, with an emphasis on gradual learning, visual support, and the integration of 21st-century skills such as critical thinking and collaboration (Ashari et al., 2024). In addition, recent research trends emphasize the importance of international collaboration and the use of technology to enhance Arabic writing skills, as well as the need for teacher training to enable teachers to teach writing concepts and principles effectively (Safrudin et al., 2024).

The Significance of Arabic Writing Instruction for Non-Arab Children

Language development is an important aspect to be stimulated as early as possible because it serves as the foundation for individuals to interact and communicate with others. Initial writing activities can begin when children exhibit behaviors such as scribbling in books or on walls. This condition indicates the functioning of brain cells that need to be stimulated in accordance with children's growth and development so that they can develop optimally. Efforts to improve the quality of children's initial writing skills are necessary because the knowledge and abilities acquired by children at the initial stage will serve as the foundation for their improvement and

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development at subsequent stages. If this foundation is sound, the expected outcomes will also develop more effectively. However, if the foundation is inadequate or weak, it can be anticipated that the outcomes of subsequent development will likewise be less satisfactory (Dhida et al., 2024). Early childhood education is expected to help develop various potentials within children that are useful as life skills for their subsequent development and enable them to proceed to the next level of education without obstacles. The developmental aspects that are stimulated include religious values, moral values, social development, emotional development, cognitive development, language development, art, and physical-motor development. Learning to write needs to be introduced to children from an early age. Although writing skills are not a primary aspect of Early Childhood Education (ECE), the expectation that children should be able to read and write at subsequent levels of education makes it a focus for teachers to develop children's writing abilities in accordance with their developmental stages (Aisy & Adzani, 2019).

Teachers play a central role in the learning process, not only as providers of instructional materials but also as facilitators, motivators, mediators, and evaluators who create a conducive learning environment and encourage students' active engagement (Minsih & D, 2018; Wulandari & Mustika, 2023). Teachers' professional competence greatly determines the quality of learning; the better the competence they possess, the more effective the teaching and learning process that takes place in the classroom (Afriantoni et al., 2025). Teachers are also responsible for planning, implementing, and evaluating learning, as well as establishing positive relationships with students to enhance their motivation, interest, and learning outcomes. Positive teacher–student relationships have been shown to increase students' engagement, learning capacity, and academic aspirations; therefore, teachers are expected to serve as listeners, leaders, and supporters throughout the learning process (Kerimova, 2025).

Teachers who are competent in the subjects they teach are essential for improving the quality of instruction and student learning outcomes. Teachers' professional competence, which encompasses content knowledge, pedagogical knowledge, self-confidence, and enthusiasm for teaching, has been shown to have a positive influence on the quality of classroom instruction and student development, both in terms of conceptual understanding and learning interest (Fauth et al., 2019). Teachers with high levels of competence are able to create supportive learning environments, activate students' cognition, and foster their motivation and interest in learning (Yang & Kaiser, 2022).

Thus, the role of a teacher in the learning process is of great importance. A teacher should master the concepts underlying the material to be taught. A teacher serves as an important role model for students; the principles and knowledge taught by teachers are often imitated and internalized by students. The process of writing in Arabic, for example, involves specific rules and guidelines that cannot be taught arbitrarily. A systematic approach is required to ensure that students understand the complexities of the language. Each letter has a unique form and pronunciation, and understanding these aspects is essential for achieving proficiency. Appropriate instruction enables students not only to develop their writing skills but also to appreciate the cultural and linguistic heritage embedded in the Arabic language. Therefore, the role of educators in this learning process cannot be underestimated, as it provides the foundation for students to become proficient in their language studies and cultivate a lifelong desire to learn.

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In the teaching of Arabic letter writing, if an instructor or teacher teaches an incorrect writing concept, it may be passed down from one generation of students to the next. The impact of persistent conceptual errors can be likened to an analogy of "error transmission": from teachers to students and subsequently to future generations. A concrete example of this phenomenon can be observed in a scenario in which a teacher incorrectly writes the letter "هـ" in its initial form. As a result, students begin to imitate the error, which may ultimately lead to the formation of a widespread habit within the school environment. This problem becomes more severe when a teacher incorrectly instructs students on the use of diacritical marks or letter connections. The long-term consequences of such instructional failures are significant, as students may struggle to read standard Arabic texts effectively. In addition, their Arabic calligraphic abilities and overall literacy skills may be seriously impaired. This decline in foundational skills may lead to a decline in the quality of graduates from institutions that focus on Arabic language education, ultimately affecting their readiness to engage with more advanced linguistic concepts. Consequently, the domino effect of a single conceptual error may threaten not only individual learning experiences but also the integrity of educational standards throughout the community.

Arabic writing instruction for children has considerable significance and encompasses various forms that can be adapted to children's needs and developmental levels. Instruction in connecting Hijaiyyah letters for children should be provided with clear conceptual understanding. Namely, not all Arabic letters are connected to one another in written form. Rather, some letters retain their individual symbols while being connected, or, in other words, they constitute a single word. For this reason, instructors need to explain clearly the concept of connecting Arabic letters to children. The following are several important aspects or concepts related to Arabic writing instruction for non-Arab children:

1. Development of Fine Motor Skills:
   Writing involves fine movements of the hands and fingers. Arabic writing instruction helps develop children's fine motor skills, which in turn supports their ability to perform everyday activities.
2. Language Skills (Motor Activity):
   Arabic writing instruction helps children develop their Arabic language skills more effectively. This includes an understanding of letters, vocabulary, and grammar.
3. Communication (Visual Communication):
   Writing is a form of communication. Through Arabic writing instruction, children can understand and communicate their thoughts, ideas, and feelings in Arabic.
4. Cultural Awareness (The Effect of Writing on Shaping Culture and Human Civilization) in Relation to Manual and Digital Use:
   Arabic writing instruction also opens the door to a deeper understanding of Arab culture. Through the process of writing, children can develop an understanding of Arabic calligraphy, literature, and other forms of cultural heritage.
5. Academic Skills (Academic Literacy): Writing proficiency will shape attitudes and responses to written work, enabling children to recognize whether a written form is correct or incorrect. Writing skills are also closely related to academic achievement. Arabic writing instruction can assist children in conducting research, writing essays, and completing other academic projects.

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6. Understanding the Qur'an (and the Arabic Language): for Muslims, learning to write in Arabic is essential for understanding and reading the Qur'an. This opens the door for children to gain a deeper understanding of their religious teachings.

Typology/Variations of Arabic Writing Instruction for Children: (Strategies for Addressing Existing Problems)

As explained previously, the problem encountered in Arabic letter writing is that some students still experience difficulties in recognizing and writing letter forms, which in turn affects their ability to write organized paragraphs at a higher level (Belbouah et al., 2023). Regardless of the fact that these difficulties are caused by the nature of Arabic writing, which proceeds from right to left and is very different from the conventional practice of writing alphabetic letters, it is also a fact that, of the total 30 forms of individual Hijaiyyah letters, when they are formed into a sentence, their forms change depending on whether they are positioned at the beginning, middle, or end. This means that the number of letters that students need to learn is greater than that. In addition, the lack of attention and intensity devoted by an institution to training Arabic letter writing skills also contributes to this problem. Therefore, this issue should receive particular attention, especially at the early childhood level, where the problems are more prominent in fine motor skills, distinguishing similar letters, and understanding the direction of writing (Rojana & Suskha, 2026).

It can be understood from the figure above that Arabic writing instruction for non-native-speaking children constitutes a system formed by four main components, namely online learning, technological development, the regeneration perspective, and teacher competence. These four components interact dynamically with one another, such that changes in one aspect will have an impact on the other aspects. At the initial stage, technological development has driven the emergence of various forms of online learning that are increasingly accessible to both teachers and students. Moreover, in the aftermath of the COVID-19 pandemic, many activities and practices that were previously conducted offline shifted to online formats. It can be argued that the COVID-19 pandemic brought about substantial changes in society at large, particularly in terms of the transition to the digital world and the rapid development of technology. In the context of learning, digital media, instructional videos, social media, and Arabic writing learning applications have made it possible for the learning process to take place without the constraints of space and time. However, such ease of access is not always accompanied by high-quality learning materials. It is precisely at this point that teacher competence becomes a highly determining factor.

Teachers who possess professional competence will be able to utilize technology as a means of disseminating correct concepts of Arabic writing in accordance with established rules. Conversely, if teachers have an inadequate understanding of letter forms, writing proportions, letter-joining techniques, or other writing conventions, technology may instead accelerate the dissemination of such errors to a larger number of learners. Furthermore, learners who acquire this understanding will grow into the next generation, some of whom will eventually serve as teachers. Thus, a generational perspective emerges, referring to the process of transmitting knowledge across generations. At this stage, the quality of teachers' competencies today will determine the quality of teachers in the future.

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This concept indicates that teacher competence not only affects students' current learning outcomes but also determines the competency standards of the next generation of teachers. If teacher competence stagnates or is even built upon flawed concepts, such errors may be continuously transmitted, thereby creating a cycle of stagnant knowledge or even a gradual decline in quality. Conversely, if teacher competence is continuously enhanced through training, the standardization of instructional materials, and mastery of the principles of correct Arabic writing, the regeneration of teachers will contribute to improved learning quality in the subsequent generation. Under such conditions, technological advancement will no longer serve as a means of disseminating errors but rather as an instrument for accelerating the dissemination of sound instructional practices. Therefore, the figure illustrates that the problems of Arabic writing instruction to non-native cannot be addressed merely by providing digital media or expanding the number of learning platforms. The root of the problem lies in teacher competence as the central determinant of the quality of knowledge. Teachers serve as both the starting point and the endpoint of this cycle: they shape learners, while those learners will eventually become teachers for the next generation.

Based on the foregoing discussion, it is important to recognize the role of teachers in maintaining the continuity and sustainability of knowledge. Teachers serve not only as transmitters of knowledge to learners but also as links in the process of passing knowledge from one generation to the next. The knowledge, concepts, and practices acquired by learners during the learning process will serve as the foundation for the development of their abilities at subsequent stages and may eventually be passed on when they become educators themselves. Therefore, teacher competence in Arabic writing instruction has implications that extend beyond the success of current learning outcomes to the quality of instruction in future generations.

In the context of Arabic writing instruction to non-native learners, improving the quality of instruction cannot be achieved merely by replacing teaching methods or introducing new instructional media. Such efforts need to be accompanied by strengthening teacher competence, particularly their mastery of the concepts and principles of Arabic writing that constitute the substance of instruction. Teachers need to ensure that the knowledge conveyed to learners is accurate so that instructional innovations not only create an engaging learning process but also foster correct understanding and skills. Based on the various challenges identified in previous studies, several strategies and solutions can be pursued to improve the quality of Arabic writing instruction for non-native Arabic-speaking learners, as follows.

1. Application of Interactive and Enjoyable Learning Methods
   Writing instruction for children should take into account their developmental characteristics and learning needs. Repetitive writing activities without sufficient variation may lead to boredom and reduce learning motivation. Therefore, instruction can be designed around interactive and enjoyable activities, such as games, songs, puzzles, simple competitions, letter-matching activities, word-arrangement tasks, and other creative activities. In the context of Arabic writing, such activities can be designed not only to introduce the forms of Arabic letters but also to develop children's ability to distinguish letter forms according to their position within a word, connect letters, copy words, and construct simple words. Thus, play-based activities should not merely serve as a break from instruction but should constitute an integral part of a strategy for developing writing competencies progressively. Most importantly,

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particular attention should be paid to how Arabic letter forms are presented or taught so that they are introduced in their correct forms.

2. Utilization of Technology and Digital Learning Media
   The development of technology provides extensive opportunities for improving Arabic writing instruction. Interactive whiteboards, educational applications, tutorial videos, digital worksheets, and various technology-based media can be utilized to provide learners with learning experiences that are more visual, dynamic, and interactive. Technology also enables learners to repeatedly access examples of Arabic writing and engage in independent practice according to their respective abilities. Nevertheless, the use of technology needs to be positioned as an instructional instrument rather than as a substitute for teacher competence. The ease of producing and distributing digital materials also makes it possible for errors to be presented to and disseminated among learners on a wider scale. Therefore, every digital material used in instruction needs to undergo a process of selection and verification. Teachers must have the ability to distinguish between materials that are merely visually appealing and those that are academically accurate. In this way, technological development can serve as a means of expanding access to quality learning rather than accelerating the reproduction of errors.
3. Use of Visual Media, Images, and Stories
   Children's characteristics as beginning learners call for learning experiences that are concrete and readily connected to their everyday experiences. The use of images and stories can help establish connections between written forms, their meanings, and the contexts in which they are used. For example, the introduction of letters and vocabulary can be accompanied by images of objects, animals, body parts, family members, or elements of the children's immediate environment. This approach can be further developed through simple stories containing the vocabulary and writing patterns being studied. In this way, children do not merely memorize letter forms in isolation but begin to understand that Arabic writing is part of a language system used to convey meaning. This is important to ensure that writing instruction does not remain limited to the ability to imitate letter forms but instead develops toward the ability to use writing in meaningful contexts.
4. Collaborative and Group-Based Learning
   Arabic writing instruction can also be developed through collaborative activities. Group-based activities enable children to learn through interaction with their peers by observing one another, providing feedback, and improving their written work. For example, teachers may assign tasks such as constructing words from letter cards, taking turns copying vocabulary items, or collaboratively producing simple written works. In addition to increasing learners' engagement, group-based learning can create a more communicative learning environment and reduce the perception of writing as a monotonous individual activity. Nevertheless, teachers continue to play an essential role as facilitators and reviewers to ensure that peer learning does not inadvertently become a means of reproducing errors.
5. Application of a Gradual and Systematic Approach
   Arabic writing instruction for children should be implemented gradually, taking into account the increasing complexity of the skills involved. Children should not be immediately expected to write words or sentences before they have acquired an adequate understanding of the basic

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forms of Arabic letters. The instructional sequence may begin with an introduction to the forms and characteristics of letters, followed by practice in writing basic letter elements, writing individual letters, recognizing variations in letter forms according to their position within a word, connecting letters, writing words, and eventually writing simple sentences. This gradual approach is important because Arabic script has characteristics that differ from those of the Latin script, particularly in terms of variations in letter forms and the connections between letters. Conceptual misunderstandings that arise at the initial stages may develop into difficulties at subsequent stages. Therefore, foundational skills need to be properly established before learners are guided toward more complex writing skills.Pengintegrasian Konteks Budaya dan Lingkungan Berbahasa Arab

6. Integrating Cultural Contexts and Arabic-Speaking Environments
   Writing instruction becomes more meaningful when it is connected to contexts in which the language is used. Teachers can introduce Arabic vocabulary and expressions that are relevant to children's everyday lives and subsequently develop them into simple writing activities. In addition, elements of Arab culture can be introduced through exposure to various forms of writing, calligraphy, place names, foods, clothing, or traditions that are relevant to the learning materials. In this regard, Arabic calligraphy can be utilized as a form of enrichment to foster appreciation for Arabic script. However, a distinction should be made between Arabic writing skills as part of language learning and calligraphic skills as an art form. The introduction of calligraphy should not obscure the fundamental conventions of Arabic writing that children need to master. Thus, aesthetic aspects can be developed alongside accuracy in letter formation and adherence to writing conventions.
7. Strengthening Teacher Competence and Continuing Professional Learning
   Among these various strategies, the most fundamental aspect is the continuous enhancement of teachers' professional competence. Teachers who teach Arabic writing need more than the ability to employ engaging instructional methods, operate technology, or develop learning materials. They also need to possess adequate mastery of the subject matter they teach, including the forms and characteristics of Arabic letters, rules of letter connection, variations in letter forms according to their position within words, writing proportions and accuracy, as well as the fundamental principles of appropriate Arabic writing. Such knowledge and skills need to be continuously updated because teacher competence is not a fixed or final attribute. Teachers need to cultivate a culture of lifelong learning through training, workshops, engagement with relevant literature, discussions with experts, reflection on instructional practices, and comparison of the materials they use with credible sources. This becomes increasingly important amid technological developments, which have made learning resources available on an unprecedented scale, while not all of these resources possess sufficient scholarly validity or can be considered academically reliable.

In the context of the regeneration of knowledge, continuing professional learning for teachers also serves as a mechanism for breaking the cycle of perpetuating errors. Teachers who cease learning may continue to maintain concepts acquired in the past, while learners continue to develop within an evolving knowledge environment. Conversely, teachers who continuously update their competencies are better positioned to identify and correct inaccurate understandings and transmit more accurate knowledge to their students. Thus, the process of knowledge

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regeneration not only preserves the continuity of knowledge but also enables its refinement and improvement in quality from one generation to the next.

Thus, enhancing the quality of Arabic writing instruction for non-native-speaking children should be viewed as a multidimensional endeavor. The use of interactive methods, the integration of technology, visual media, collaborative learning, a gradual approach, and the incorporation of cultural contexts are strategies that can create learning experiences more responsive to children's characteristics. However, none of these strategies can achieve optimal outcomes without adequate teacher competence. Teachers remain the primary actors in determining the accuracy of concepts, the selection of instructional materials, the use of learning media, and the direction of the instructional process. Therefore, instructional innovation should go hand in hand with the development of teachers' subject-matter expertise. Technology can accelerate the dissemination of knowledge, and instructional methods can improve the learning process; however, teacher competence determines whether the knowledge being disseminated and the processes being implemented are directed appropriately.

CONCLUSION

Based on the preceding discussion, it can be concluded that Arabic writing instruction continues to face various challenges and difficulties, ranging from the RA/PAUD level to higher education. The ideal approach to Arabic writing instruction is one in which educators guide students or learners to communicate effectively and accurately through Arabic writing, not only in terms of grammatical correctness but also with regard to the proper formation of Arabic letters. This highlights the importance of introducing children to accurate Arabic letter forms from an early age and helping them develop the habit of writing using these forms. This is particularly important because the early childhood period represents a crucial stage in the development of children's psychomotor skills.

In addition, the role of teachers is of considerable importance. Teachers should have a sound and accurate understanding of the concepts underlying the material they teach so as to avoid perpetuating a cycle in which inaccurate concepts are transmitted or even taught to subsequent generations. Furthermore, several solutions and strategies can be implemented in Arabic writing instruction, particularly for children at the early childhood education (PAUD) level, including the application of interactive and enjoyable learning methods; the effective and optimal utilization of technology and instructional media; the implementation of collaborative learning and a gradual and systematic approach; the integration of cultural contexts and Arabic-speaking environments; and, no less importantly, the strengthening of teacher competence and continuing professional learning. This also demonstrates that human resources, facilities, and educational policies play important roles in strengthening these efforts.

ETHICAL APPROVAL

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

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CONFLICT OF INTEREST

The author(s) declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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