Psychological Factors in Arabic Writing Skills *Al-Insya'* Among Year 7 Students in Arabic Schools in
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Faktor Psikologi dalam Kemahiran Menulis Bahasa Arab *Al-Insya'* di Kalangan Pelajar Tahun 7 di Sekolah Arab Negara Brunei Darussalam

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Abstract

This study aims to explore and analyze the influence of psychological factors on the mastery of Arabic writing skills, specifically in al-Insya' (composition) among Year 7 students at an Arabic school in Brunei Darussalam. A mixed-method research approach was employed, incorporating both quantitative and qualitative methods. For the quantitative component, a questionnaire was distributed to 23 students of Year 7 to assess their level of motivation and attitudes toward al-Insya' writing skills. Meanwhile, the qualitative method involved semi-structured interviews with four Arabic language teachers to gain in-depth insights into the psychological factors affecting students' performance in al-Insya' writing.The findings revealed that students' attitudes toward writing skills were at a moderate level, with intrinsic motivation identified as a more dominant factor than extrinsic motivation in encouraging effective writing. Interviews with teachers further highlighted that factors such as self-confidence, learning environment, and teaching approaches play significant roles in shaping students' al-Insya' writing abilities. These findings carry important implications for Arabic language teachers in designing more comprehensive teaching strategies that not only focus on instructional aspects but also consider students' psychological dimensions. This study also contributes to the growing body of literature in Arabic language education and opens avenues for more in-depth future research.

Keywords: *Writing Skills, Teaching and Learning, Student Attitudes, Teacher Roles and Motivation.*

ملخص

تهدف هذه الدراسة إلى استكشاف وتحليل تأثير العوامل النفسية على إتقان مهارات الكتابة باللغة العربية، وبشكل خاص في مهارة الإنشاء، لدى طلاب الصف السابع في إحدى المدارس العربية في بروناي دار السلام. وقد استخدمت الدراسة منهجية البحث المختلط، التي تجمع بين الأسلوبين الكمي والنوعي.

ففي الجانب الكمي، تم توزيع استبانة على ٢٣ طالبًا لقياس مستوى الدافعية والاتجاهات نحو مهارة كتابة الإنشاء. أما في الجانب النوعي، فقد أُجريت مقابلات شبه منظمة مع أربعة معلمين للغة العربية للحصول على رؤى معمقة حول العوامل النفسية التي تؤثر في أداء الطلاب في كتابة الإنشاء. وقد أظهرت النتائج أن اتجاهات الطلاب نحو مهارات الكتابة كانت في المستوى المتوسط، كما تبين أن الدافعية الذاتية تُعد عاملاً أكثر تأثيرًا من الدافعية الخارجية في تحفيز الطلاب على الكتابة بشكل فعّال. كما كشفت المقابلات مع المعلمين أن عوامل مثل الثقة بالنفس، وبيئة التعلم، وأساليب التدريس تلعب دورًا مهمًا في تنمية مهارات كتابة الإنشاء لدى الطلاب. وتحمل هذه النتائج دلالات مهمة لمعلمي اللغة العربية في تصميم استراتيجيات تدريسية أكثر شمولية، لا تركز فقط على الجوانب التعليمية، بل تأخذ أيضًا في الاعتبار الأبعاد النفسية للطلاب. كما تسهم هذه الدراسة في إثراء الأدبيات العلمية في مجال تعليم اللغة العربية، وتفتح آفاقًا لبحوث مستقبلية أكثر تعمقًا.

الكلمات المفتاحية: مهارات الكتابة، التعليم والتعلّم، اتجاهات الطلاب، أدوار المعلمين، الدافعية.

Introduction

Al-Insya' refers to the skill of writing essays in Arabic. Mastery of writing skills in *Al-Insya'* is a crucial component in language learning and communication. However, acquiring writing proficiency, particularly in constructing sentences in Arabic for non-native speakers—involves not only linguistic competence but also psychological factors that can significantly impact a learner's writing ability.[1]

Writing in Arabic has become an increasingly important topic of discussion at the global level. The unique and complex structure of the Arabic language presents specific challenges, especially for learners who are not native speakers. These challenges include grammatical intricacies, dialectal variations, and shifts in language usage influenced by globalization and modern technology. At the same time, the growing demand for Arabic language proficiency in international contexts has intensified the need to develop more effective teaching and learning approaches.[2]

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[1]Abdulelah Alkhateeb, "Dynamic Transfer and Relations between First Language (L1) Proficiency and Second Language (L2) Writing Skills Performance," SSRN Scholarly Paper (Rochester, NY: Social Science Research Network, 31 Desember 2018), https://doi.org/10.2139/ssrn.3308298.

[2]Abdul Manan dan Ulyan Nasri, "Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2 Februari 2024): 256–65, https://doi.org/10.29303/jipp.v9i1.2042.

Writing skills refer to a student's ability to construct words, form sentences and generate and express ideas based on knowledge acquired either through personal experience or reading. Generally, writing encompasses several key concepts:

1. Writing is an activity that produces written material.
2. Writing is the product of a writer's expression in the form of letters and spelling.
3. Writing involves letters or symbols that represent the sounds of a language.
4. Writing uses letters or symbols to convey meaning.
5. Writing is a form of expression used by writers to present ideas and opinions.

These definitions clearly indicate that writing is a higher-order language skill that develops in tandem with cognitive growth and language experience. Therefore, writing is a crucial skill that must be mastered, especially by students.[3]

In this context, psychological factors play a significant role in the development of writing skills in *al-Insya'*. Mastery of *al-Insya'* writing is not solely dependent on grammar and vocabulary proficiency but also involves several psychological aspects. These include motivation, self-confidence and emotional intelligence. High motivation encourages students to improve their writing abilities. Self-confidence enables students to express their ideas clearly and effectively. Emotional intelligence helps students understand and convey their feelings through writing.[4]

Therefore, understanding these psychological factors can contribute significantly to improving the quality of teaching and learning *al-Insya'* writing skills. This includes shaping both students' and teachers' perceptions and attitudes, particularly in planning effective instructional strategies for students who are non-native speakers of Arabic.

The purpose of this study is to identify students' perceptions of psychological factors that influence their *al-Insya'* writing skills and to identify psychological factors that affect *al-Insya'* writing skills among students in Arabic schools from the teachers' perspective.

Several studies have been conducted on the psychological factors that influence learning and academic performance, particularly in assessments used to evaluate students'

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[3]Che Zanariah Che Hassan dan Fadzilah Abd Rahman, "Pelaksanaan Pengajaran Dan Pembelajaran Kemahiran Menulis Di Sekolah Rendah," *Jurnal Pendidikan Bahasa Melayu* 1, no. 1 (3 Mei 2021): 67–87.

[4]Mohamad Rofian Ismail dkk., "Hubungan Antara Faktor Dalaman Dan Faktor Luaran Dalam Mempengaruhi Kemahiran Menulis Bahasa Arab Pelajar Di Institusi Pengajian Tinggi Malaysia: The Relationship between Internal and External Factors Influencing Student Skills of Arabic Writing in Higher Learning Institutions of Malaysia," *E-Jurnal Bahasa Dan Linguistik (e-JBL)* 2, no. 1 (30 Mei 2020): 1–12, https://doi.org/10.53840/ejbl.v2i1.29.

understanding of school subjects. According to Crow and Crow,[5] students' academic achievement is significantly influenced by consistent attitudes, interests and motivation.[6]

Firdaus Yahaya et al. emphasize that writing, as part of the teaching and learning process, requires multiple supporting skills, such as reading, which helps students acquire vocabulary.[7] The vocabulary gained through reading plays a crucial role in mastering *al-Insya'* writing skills. Similarly, Baki argues that writing skills require continuous exposure and should be developed through a systematic process and progression.[8]

This is particularly relevant because *al-Insya'* writing, which involves constructing and combining sentences to produce a coherent composition is considered one of the most challenging language skills to master compared to other language domains. Therefore, *al-Insya'* writing is a skill that must be emphasized in students' learning.[9]

This is further supported by the researcher's own teaching experience. Findings from a study on *al-Insya'* writing skills among Year 7 students revealed that many students struggled with sentence construction and cohesion. This is even though students in Arabic schools in Brunei Darussalam had already studied Arabic for two years, beginning in Year 5 and continuing through Year 6.

Hence, it is essential for teachers to understand the internal psychological factors that may influence students' learning, particularly in relation to motivation and attitudes toward *al-Insya'* writing. Such understanding can help improve students' performance and contribute significantly to their academic success and development in various fields of study.[10]

To support students in mastering *al-Insya'* writing skills, teachers play a crucial role in identifying the challenges their students face, whether in vocabulary acquisition, speaking,

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[5]Crow L.D. dan Crow A, *Psikologi Pendidikan untuk Perguruan* (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1983).

[6]Ismail dkk., "Hubungan Antara Faktor Dalaman Dan Faktor Luaran Dalam Mempengaruhi Kemahiran Menulis Bahasa Arab Pelajar Di Institusi Pengajian Tinggi Malaysia."

[7]Sung Hee Lee, "Learning Vocabulary through E-Book Reading of Young Children with Various Reading Abilities," *Reading and Writing* 30, no. 7 (1 September 2017): 1595–1616, https://doi.org/10.1007/s11145-017-9740-6.

[8]Roselan Baki, *Pengajaran dan Pembelajaran Bahasa Melayu* (Shah Alam: Karisma Publications Sdn.Bhd., 2003).

[9]Rosni Samah, "Pembinaan Ayat Bahasa Arab Dalam Kalangan Lepasan Sekolah Menengah Agama," *GEMA Online® Journal of Language Studies* 12, no. 2 (2012), http://ejournal.ukm.my/gema/article/view/627.

[10]Ismail dkk., "Hubungan Antara Faktor Dalaman Dan Faktor Luaran Dalam Mempengaruhi Kemahiran Menulis Bahasa Arab Pelajar Di Institusi Pengajian Tinggi Malaysia."

reading or writing. According to Jamali et.al,[11] a teacher's awareness of students' difficulties can lead to improved teaching practices and more effective instructional strategies tailored to address those challenges.

However, internal factors also require attention, particularly students' attitudes and personal acceptance of the importance of writing skills. Understanding the distinction between attitude and perception is essential in both psychology and education, as it helps in designing appropriate interventions to either change attitudes or improve perceptions.[12]

A study conducted by Hassan Basri Awang Mat Dahan, Jassem Ali Jasseem, Mat Taib bin Pa and Jamilah Jahim found that students' proficiency in writing skills ranged from moderate to weak. Their findings suggest that this may be due to several factors. From the teacher's side, the issues include:

1. Insufficient writing practice provided by teachers,

2. The use of the mother tongue during Arabic language instruction and

3. A lack of readiness or ability among teachers to teach writing skills, particularly *al-Insya'* and oral communication.

From the students' perspective, the main issue appears to be a lack of extensive reading, which limits their vocabulary development.[13]

Students' inability to master *al-Insya'* writing skills is often linked to their limited vocabulary in Arabic. This aligns with Che' Pee Che' Hanafi in 1991, who argued that one of the main reasons students struggle with Arabic is due to poor vocabulary acquisition. Vocabulary is a crucial asset in constructing coherent and meaningful sentences. According to Noorazman Mahat,[14] students must develop writing skills because nearly all examination papers require written responses, including *al-Insya'*.

Furthermore, a study by Muhamad Hanan (2011) found that 60% of students admitted they were afraid to speak Arabic due to the possibility of making grammatical errors. Similarly, Abd Halim Mohamad identified several psychological barriers that hinder

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[11]"Pemantapan Tahap Kemahiran Asas Bahasa Arab Melalui Kajian Tindakan," diakses 18 Juni 2025, https://scholar.google.com/citations?view_op=view_citation&hl=en&user=gv58qvUAAAAJ&citation_for_view=gv58qvUAAAAJ:roLk4NBRz8UC.

[12]Ismail dkk., "Hubungan Antara Faktor Dalaman Dan Faktor Luaran Dalam Mempengaruhi Kemahiran Menulis Bahasa Arab Pelajar Di Institusi Pengajian Tinggi Malaysia."

[13]"Pemantapan Tahap Kemahiran Asas Bahasa Arab Melalui Kajian Tindakan."

[14]"Mari Belajar Membuat Karangan Bahasa Melayu: Panduan Mengarang," *Mari Belajar Membuat Karangan Bahasa Melayu* (blog), diakses 18 Juni 2025, https://karangan-bahasa-melayu.blogspot.com/p/panduan-mengarang.html.

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students from mastering Arabic.[15] These include shyness, low self-esteem, lack of confidence, fear of being mocked or criticized by peers and anxiety about making mistakes during communication.

Studies by Ku Fatahiyah et al.[16] and Muhammad Ziyad[17] also emphasized the importance of establishing a positive relationship between teachers and students, as well as employing effective teaching and learning techniques to support basic language skills.

Therefore, teachers must play an active role in fostering students' enthusiasm, optimism and confidence by considering psychological factors such as motivation, attitude and perception. According to Crow and Crow,[18] many factors influence learning, including a student's background, intellectual potential and motivation. Attitude and motivation are particularly important in determining academic achievement.

Motivational Factors

There are several approaches used in teaching and learning. One of the approaches that can significantly enhance motivation is the method practiced by the Prophet Muhammad (peace be upon him), which emphasizes the importance of intention *(niyyah)* in performing any action. This is reflected in a hadith narrated by Amir al-Mu'minin Abu Hafs, Umar ibn al-Khattab (may Allah be pleased with him), who said:

<div dir="rtl">

إِنَّمَا الأَعْمَالُ بِالنِّيَّاتِ، وَإِنَّمَا لِكُلِّ امْرِىءٍ مَا نَوَى

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"Indeed, actions are judged by intentions, and every person will be rewarded according to what they intended."

According to Ab. Halim Tamuri and Nik Rahimi (2010), intention is not only a spiritual foundation but also a key psychological component, alongside persistent effort and reliance on God (tawakkul). Therefore, teachers of Arabic should instill positive intentions and attitudes in students, as these elements significantly influence their success in learning.

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[15]Ab Halim Mohamad, "Tahap Komunikasi Dalam Bahasa Arab Dalam Kalangan Pelajar Sarjana Muda Bahasa Arab Di IPTA Malaysia," *Journal of Islamic and Arabic Education* 1, no. 1 (2009): 1–14.

[16]"Tahap kemahiran asas bahasa Arab di IPT Malaysia," diakses 18 Juni 2025, https://scholar.google.com/citations?view_op=view_citation&hl=en&user=PH8wqyoAAAAJ&citation_for_view=PH8wqyoAAAAJ:IjCSPb-OGe4C.

[17]Siti Nurqaidah dan Ayu Hendra, "Persepsi Siswa Tentang Efikasi Guru Dan Tingkah Laku Belajar Dengan Hasil Belajar Siswa," *Educativo: Jurnal Pendidikan* 1, no. 1 (25 Juli 2020): 158–66, https://doi.org/10.56248/educativo.v1i1.23.

[18]L.D. dan A, *Psikologi Pendidikan untuk Perguruan*.

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When students perceive a subject as difficult, their motivation and willingness to engage with it tend to decline.[19]

Azhar (2004) further explains that motivation is closely linked to interest, which reflects a student's desire to learn a language. In addition to personal interest, parental encouragement also plays a significant role in academic success. Parents often provide emotional support and motivation, helping children become more determined and confident in their learning journey. Koh (1982) supports this view, stating that parents who consistently guide and encourage their children psychologically contribute to their active and effective participation in learning activities.

This is because factors such as encouragement, discipline and positive family relationships can influence a child's personality, motivation and academic achievement.[20] As Nurzulaikha Amran and Noor Aslinda Abu Seman note,[21] individuals who are genuinely interested in what they learn tend to achieve higher outcomes in their pursuits.

Moreover, motivation plays an essential role in the effectiveness of teaching and learning strategies. It helps cultivate student interest, especially when lessons are engaging and involve active student participation.[22]

Attitudinal Factors

One of the internal factors influencing students is their attitude and perception towards the importance of mastering the skill of writing *al-Insya'*. According to Yahaya et al. (2007), attitude plays a crucial role in achieving success in any endeavor. Attitude can influence an individual's behavior and judgment in forming beliefs about a particular matter (Rozmi, 2011).

In the field of education, attitudes can be shaped through various means, such as providing education and awareness that help foster positive attitudes and facilitate better understanding. Additionally, experiences and interactions with specific situations or individuals such as teachers or peers can also influence a person's attitude. These interactions and experiences contribute to the development of new perceptions and

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[19]Ismail dkk., "Hubungan Antara Faktor Dalaman Dan Faktor Luaran Dalam Mempengaruhi Kemahiran Menulis Bahasa Arab Pelajar Di Institusi Pengajian Tinggi Malaysia."

[20]Ismail dkk.

[21]Nurzulaikha Amran dan Noor Aslinda Abu Seman, "Hubungan Antara Faktor Sokongan Pendidikan Dan Minat Pelajar Dalam Bidang Keusahawanan," *Research in Management of Technology and Business* 2, no. 1 (13 Juni 2021): 1499–1508.

[22]Geneviève Taylor dkk., "A self-determination theory approach to predicting school achievement over time: the unique role of intrinsic motivation," *Contemporary Educational Psychology* 39, no. 4 (1 Oktober 2014): 342–58, https://doi.org/10.1016/j.cedpsych.2014.08.002.

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viewpoints. Attitude formation is also effectively influenced by role models, as individuals tend to emulate the behavior of those they admire. This aligns with the statement by Abu Zahari Abu Bakar,[23] who noted that people learn and remember things more easily when they are interconnected.[24]

Therefore, according to Che Zanariah Che Hassan & Fadzillah Abd Rahman,[25] a teacher's attitude is also a contributing factor to students' failure in mastering writing skills. Consequently, the strategies employed, the attitudes of teachers and the challenges they face in teaching significantly impact students' learning of *al-Insya'* writing skills.

To ensure that students maintain a positive attitude throughout the teaching and learning process, the constructivist learning model proposed by Needham (1987) outlines five phases:

1. Orientation Phase – Teachers create a learning environment that stimulates and engages students' interest in the subject matter.

2. Idea Generation Phase – Teachers plan various strategies or approaches through activities such as group discussions, allowing students to share and exchange experiences with their peers.

3. Idea Restructuring Phase – Teachers provide structured activities or assignments that help students build their own knowledge framework in a meaningful and effective way. This process enables students to modify and reorganize their acquired ideas.

4. Idea Application Phase – Students apply newly acquired knowledge in specific contexts, fostering deeper understanding and encouraging self-inquiry.

5. Reflection Phase – Teachers may use methods such as self-writing, group discussions, and journaling to assess and monitor students' level of understanding (Needham, 1987).

This study employed a mixed-method approach, combining a quantitative descriptive design with an exploratory qualitative design to gain a more comprehensive understanding of the psychological factors influencing students' mastery of *al-Insya'* writing skills.

For the quantitative component, a survey design was used, with a structured questionnaire as the primary instrument. The questionnaire was developed to assess

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[23]Abu Zahari Abu Bakar, *Memahami Psikologi Pembelajaran* (Petaling Jaya: Fajar Bakti, 1988).
[24]Zahari Abu Bakar.
[25]Hassan dan Rahman, "Pelaksanaan Pengajaran Dan Pembelajaran Kemahiran Menulis Di Sekolah Rendah."

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students' attitudes, readiness, and perceptions regarding the learning of *al-Insya'* writing skills. It consisted of three sections:

1. Student Demographics
2. Attitudes towards *al-Insya'* Learning
3. Student Readiness

For the qualitative component, semi-structured interviews were conducted with four experienced Arabic language teachers who specialize in teaching *al-Insya'* writing. The purpose of these interviews was to gain in-depth insights into psychological factors such as motivation, self-confidence, learning environment and teaching approaches that influence student performance.

The quantitative sample consisted of 23 students of Year 7 from an Arabic school in Brunei Darussalam. Participants were selected through purposive sampling, based on their active engagement in Arabic language learning and *al-Insya'* writing skills. For the qualitative study, teachers were selected based on their experience and expertise in Arabic language instruction.

Quantitative data were analyzed descriptively using Statistical Package for the Social Sciences (SPSS) version 20, involving percentage and mean score analyses. Qualitative data were analyzed using thematic analysis, where interview transcripts were examined to identify key themes relevant to the study's objectives.

Results and Discussion

The findings from the quantitative study were derived from data collected through the questionnaire instrument. These data were analyzed and interpreted using mean score analysis. The interpretation of mean scores in the analysis process is presented in the following table:

Table 1. Interpretasi of Mean Scores Based on a 3-Level Likert Scale

Interpretation of Mean Scores Based on a 3-Level Likert Scale	
Range	*Mean Score*
1.00 – 2.60	low
2.61 – 3.40	moderate
3.41 – 5.00	high

Source : Alias Baba (1999)

The data presented in the table illustrates the distribution of respondents, their background in Arabic language learning and their level of proficiency in the subject.

Table 2. Respondent Demographics

Item		No of Students	Percentage
Age	14 years old	1	4.35%
	13 years old	17	73.9%
	12 years old	4	17.4%
	11 years old	1	4.35%
Frequency of Sitting for the Arabic School Entrance Qualification Exam	2 times	20	87%
	1 time	2	8.7%
	Never	1	4.3%
Final Year Arabic Language Exam Scores (2022)	100 – 90	8	34.8%
	89 – 80	12	52.2%
	79 – 70	3	13%
Reason for Enrolling in Arabic School	Own interest	15	65.2%
	Family's decision	8	34.8%

The data from Table 2 regarding the age of respondents in Year 7 indicates that most students are 13 years old (73.9%). This is followed by a smaller number of students aged 12 (17.4%), while only one student each is aged 14 and 11 (4.35%).

In terms of the frequency of sitting for the Arabic School Entrance Qualification Examination, most respondents have taken the exam twice (87%), followed by those who have taken it once (8.7%), and one respondent (4.3%) who has never taken the exam.

Furthermore, the findings related to the Final Year Arabic Language Examination scores in 2022 show that most respondents scored between 89 and 80 (52.2%), followed by those who scored between 100 and 90 (34.8%) and a smaller group who scored between 79 and 70 (13%).

Lastly, the data on the reasons for enrolling in the Arabic school reveals that 15 students (65.2%) enrolled based on their own interest, while 8 students (34.8%) enrolled due to family influence.

The following section presents the findings related to students' attitudes towards learning *al-Insya'* writing skills:

Table 3. Findings on Students' Attitudes Toward Learning *al-Insya'*

No	Item	Frequency and Percentage			Mean
		Agree	Not Sure	Disagree	
1	"I enjoy learning Arabic language."	14 60.8%	6 26.1%	3 13%	3.52

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No	Item	Agree	Not sure	Disagree	Mean
2	"I feel happy when learning *al-Insya'*."	7 / 30.4%	10 / 43.5%	6 / 26.1%	3.00
3	"I feel it is a loss if I miss *al-Insya'* lessons."	14 / 60.8%	5 / 21.7%	4 / 17.3%	3.52

The findings of this study indicate a high level of mean score interpretation for Item 1, *"I enjoy learning Arabic language"* and Item 3, *"I feel it is a loss if I miss al-Insya' lessons"*, both of which recorded a mean score of 3.52. In contrast, Item 2, *"I feel happy when learning al-Insya'"*, showed a moderate level of mean score interpretation with a score of 3.00.

Table 4. Student Practices and Attitudes Toward Learning *al-Insya'*

No	Item	Frequency and Percentage			Mean
		Agree	Not sure	Disagree	
4	I prepare a study schedule to revise *al-Insya'*.	1 / 4.3%	5 / 21.7%	17 / 73.9%	1.87
5	I enjoy doing *al-Insya'* exercises.	1 / 4.3%	13 / 56.5%	9 / 39.1%	2.43
6	I often read Arabic storybooks during my free time.	1 / 4.3%	1 / 4.3%	21 / 91.3%	1.43
7	I frequently record new vocabulary (*mufradat*) that I learn.	21 / 91.3%	-	2 / 8.7%	4.35
8	I often try to construct *al-Insya'* compositions on my own.	8 / 34.8%	4 / 17.4%	11 / 47.8%	2.65

The findings from Table 4, which focus on students' readiness to engage in Arabic language learning, show that Item 7, *"I frequently record new vocabulary (mufradat) that I learn,"* received a high level of mean score interpretation with a score of 4.35. Meanwhile, Item 5, *"I enjoy doing al-Insya' exercises,"* and Item 8, *"I often try to construct al-Insya' compositions on my own,"* both recorded moderate levels of mean score interpretation. In contrast, Item 4, *"I prepare a study schedule to revise al-Insya',"* received a low mean score of 1.87 and Item 6, *"I often read Arabic storybooks during my free time,"* recorded the lowest mean score of 1.43, indicating a low level of readiness in these areas.

Table 5. Student engagement and responsibility in learning *al-Insya'*

No	Item	Frequency and Percentage			Mean
		Agree	Not sure	Disagree	
9	I often discuss al-Insya' topics with my friends	15 / 65.2%	2 / 8.7%	6 / 26.1%	3.61
10	I ask the teacher if I do not understand the al-Insya' topic	11 / 47.8%	7 / 30.4%	5 / 21.7%	3.30
11	I revise al-Insya' at home even	5	8	10	2.48

No	Item	Frequency and Percentage			Mean
		Agree	Not sure	Disagree	
	without instruction	21.7%	34.8%	43.4%	
12	I complete the exercises assigned by the teacher within the given time"	11 47.8%	9 39.1%	3 13.0%	3.52
13	I ensure my al-Insya' marks contribute positively to my overall Arabic score	16 69.5%	6 26.1%	1 4.3%	4.04

The findings from Table 5, which focus on students' learning styles in mastering *al-Insya'* writing skills, indicate a high level of mean score interpretation for Item 13, "*I ensure my al-Insya' marks contribute positively to my overall Arabic score,*" with a mean score of 4.04.

This is followed by Item 9, "*I often discuss al-Insya' topics with my friends,*" which also recorded a high mean score of 3.61. Item 12, "*I complete the exercises assigned by the teacher within the given time,*" similarly showed a high level of interpretation with a mean score of 3.52.

Item 10, "*I ask the teacher if I do not understand the al-Insya' topic,*" recorded a moderate level of interpretation with a mean score of 3.30.

In contrast, Item 11, "*I revise al-Insya' at home even without instruction from teachers or parents,*" received a low mean score of 2.48, indicating a lower level of independent learning among students.

Table 6. Students' Perceptions of Learning *al-Insya'* Writing Skills

No	Item	Frequency and Percentage			Mean
		Agree	Not sure	Disagree	
14	I find that the topics in al-Insya' included in the Arabic language subject are related to *al-Qira'ah* (reading), *Fahm al-Masmū'* (listening comprehension), and *al-Kalam* (speaking)	13 56.5%	9 39.1%	1 4.3%	3.78
15	Learning *al-Insya'* helps expand my Arabic vocabulary	19 82.6%	4 17.4%	-	4.04
16	Learning *al-Insya'* improves my understanding of Arabic grammar	21 91.3%	2 8.7%	-	4.09
17	Learning *al-Insya'* helps improve my Arabic	16 69.6%	4 17.4%	3 13.0%	3.74

No	Item	Frequency and Percentage			Mean
		Agree	Not sure	Disagree	
	communication skills.				
18	Learning *al-Insya'* helps me become more confident in communicating and speaking in Arabic	10 43.4%	4 17.4%	9 39.1%	3.00
19	Learning *al-Insya'* helps me understand better when communicating with my schoolmates in Arabic.	10 43.4%	9 39.1%	4 17.3%	3.17
20	*Al-Insya'* is an important component of Arabic language subject"	8 14.8%	14 60.9%	1 4.3%	3.39
	Overall Mean Score				3.25

The findings from Table 6, which focus on students' perceptions of learning *al-Insya'* writing skills, indicate a high level of mean score interpretation for several items. Item 14, "*I find that the topics in al-Insya' included in the Arabic language subject are related to al-Qira'ah, Fahm al-Masmū', and al-Kalām,*" recorded a mean score of 3.78. Item 15, "*Learning al-Insya' helps expand my Arabic vocabulary,*" received a mean score of 4.04, while Item 16, "*Learning al-Insya' improves my understanding of Arabic grammar (al-Qawā'id al-Naḥw),*" recorded the highest mean score of 4.09. Item 17, "*Learning al-Insya' enhances my Arabic communication skills,*" also showed a high level of interpretation with a mean score of 3.74.

In contrast, Item 18, "*Learning al-Insya' helps me become more confident in communicating and speaking in Arabic,*" received a moderate mean score of 3.00. Similarly, Item 19, "*Learning al-Insya' helps me understand better when communicating with my schoolmates in Arabic,*" recorded a mean score of 3.17, and Item 20, "*Al-Insya' is an important component of the Arabic language subject,*" received a mean score of 3.39. These three items reflect a moderate level of interpretation.

Thematic analysis of the interview data revealed five main themes that reflect Arabic school teachers' perceptions of the psychological factors influencing students' *al-Insya'* writing skills. These themes are:

1. Self-confidence

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Teachers noted that some students experience anxiety about making grammatical and sentence structure errors. The following are excerpts related to self-confidence:

"It might also be due to a lack of reading, which results in our students not being exposed to Arabic writing styles." (Teacher A)

"Perhaps this approach could reduce our students' fear of the al-Insya' topic." (Teacher A)

"But at the same time, there is fear. Fear of making mistakes." (Teacher C)

"The courage to do something… for example, to construct a sentence…" (Teacher C)

2. Motivation Level

From a psychological perspective, students' interest plays a crucial role in determining the effectiveness of learning *al-Insya'* writing skills. The interview data show that students are more capable of producing *al-Insya'* compositions when they possess intrinsic motivation interest that drives them to write more effectively.

Teacher statements include:

"Another key factor is interest… the students' interest." (Teacher C)

Regarding extrinsic motivation:

"As teachers, we must provide encouragement and promote the subject as best as we can to attract them." (Teacher C)

3. Student Achievement

Students' achievement in *al-Insya'* writing can be enhanced through continuous guidance and support from teachers during the teaching and learning process. Teachers emphasized the importance of early and gradual exposure:

"Teaching and learning al-Insya' should ideally start from Year 5 or 6, by asking students to write about 'myself' in just five lines." (Teacher A)

"Start with very simple vocabulary." (Teacher B)

"Provide assistance in sentence construction." (Teacher C)

"The teacher themselves will guide the students." (Teacher D)

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4. Teacher–Student Relationship

A positive relationship between teachers and students can enhance student engagement in *al-Insya'* writing activities. One teacher noted:

"In conversations with teachers and their peers." (Teacher D)

This statement highlights the importance of social interaction in a friendly and open learning environment, which plays a key role in building students' confidence to write.

5. Learning Styles

Students have diverse learning styles that influence the effectiveness of instruction. Some students find it easier to write after engaging in visual activities or group discussions. Interview data show that teachers employ various approaches such as using images, questioning techniques and storytelling.

Teacher statements include:

"I begin with questioning techniques or brainstorming." (Teacher A)

"Using tools like Google Translate is also very helpful." (Teacher B)

"Provide initial information about what will be discussed, so students are prepared." (Teacher C)

"Schools should provide a platform for students to practice all four language skills." (Teacher D)

These statements suggest that students have varied learning preferences and the effectiveness of *al-Insya'* instruction depends on the teacher's ability to adapt their approach to meet students' needs. A flexible and diverse teaching strategy can enhance student engagement and achievement in writing skills.

Overall, this study addresses the first research question as stated. Based on the findings from Table 2 regarding respondent demographics, 15 students (65.2%) enrolled in Arabic school based on personal interest and motivation, while 8 students (34.8%) enrolled due to family influence.

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In this context, the researcher believes that students who chose to attend Arabic school on their own initiative demonstrate a genuine interest in learning the Arabic language, compared to those who enrolled due to family pressure. Students who are compelled to attend Arabic school may lack interest and feel obligated to study the subject, which can lead to motivational challenges.

This situation may affect students' ability to master the Arabic language due to psychological factors such as motivation. As stated by Saedah Siraj et al.,[26] motivation is a driving force behind an individual's desire and willingness to achieve success in reaching goals. Therefore, motivation in learning is essential to foster students' inclination to engage in learning activities in pursuit of a goal, namely, interest in obtaining incentives such as good academic performance or grades.[27]

Based on Table 3, which presents findings related to students' attitudes toward learning *al-Insya'* writing skills, the analysis of Items 1, 2 and 3 highlights that enjoyment and interest play a crucial role in the learning process of Arabic. Specifically, in mastering *al-Insya'* writing skills, students' feelings of enjoyment and interest in the subject foster deeper engagement. This interest has been shown to significantly enhance students' participation in learning activities, as supported by Taylor et al.[28]

Accordingly, the researcher believes that teachers must take an active role as facilitators and guides in emphasizing the importance of mastering writing skills, particularly *al-Insya'*. This approach not only helps students develop and organize ideas in written form but also contributes to vocabulary enrichment, which can be applied across other subjects taught in Arabic. Therefore, efforts to cultivate interest and enjoyment among students should be given serious attention by educators to ensure the overall effectiveness of the learning process.

Furthermore, Table 4, which includes Items 4 to 8, reflects students' readiness to learn Arabic. The findings reveal certain weaknesses, particularly in *al-Insya'* writing. These results align with the study by Rosni Samah,[29] which found that students struggle to construct sentences due to limited vocabulary and difficulties in understanding proper

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[26]Saedah Siraj, *Motivasi dalam pendidikan* (Utusan Publications, 1996).

[27]Michelle Richardson, Charles Abraham, dan Rod Bond, "Psychological correlates of university students' academic performance: A systematic review and meta-analysis," *Psychological Bulletin* 138, no. 2 (2012): 353–87, https://doi.org/10.1037/a0026838.

[28]Taylor dkk., "A self-determination theory approach to predicting school achievement over time."

[29]Samah, "Pembinaan Ayat Bahasa Arab Dalam Kalangan Lepasan Sekolah Menengah Agama," 2012.

sentence structure. Yayan Nurbayan also supports these findings, noting that students frequently make linguistic errors and struggle to select appropriate expressions to convey meaning.[30]

Based on the researcher's observations, students who disagreed with the statements in these items may feel anxious or fearful about making mistakes when writing in Arabic. This fear becomes a major barrier to effectively mastering writing skills. Therefore, this challenge must be addressed through strategic and effective approaches. Teachers play a vital role in identifying suitable teaching and learning methods, including techniques that can reduce students' anxiety and build their confidence in writing.

According to Ibrahim et al.,[31] self-confidence is a critical factor that can influence a student's academic success or failure. Therefore, efforts to build this confidence should be a central focus in the teaching process, so that students are better prepared and more willing to write in Arabic without fear of making mistakes.

Furthermore, Table 5, which includes Items 9 to 13, focuses on students' learning styles in mastering *al-Insya'* writing skills, particularly in sentence construction. The findings indicate that appropriate learning approaches play a significant role in helping students develop these skills. The researcher suggests that students should be familiarized with collaborative learning, as this approach has been shown to positively enhance students' writing abilities.[32] This view is supported by Abdull Sukor Shaari et al.[33] whose study found that peer discussion significantly improves student performance. These findings are also consistent with earlier research by Suhaida (2002), Skolnick (2009), and Khoo (2008),[34] which emphasized the effectiveness of student-centered learning, particularly through discussion

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[30]Dedeng Rosyidin Nurbayan, Yayan Nurbayan, dan Kurnia Nurul Falah, "Grammatical Error of Arabic Language in Student Thesis Department of Education Arabic Language FBPS UPI/ Kesalahan Nahwu Bahasa Arab Dalam Skripsi Mahasiswa Departemen Pendidikan Bahasa Arab FBPS UPI," *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (30 Juni 2020), https://doi.org/10.18860/ijazarabi.v3i2.8293.

[31]"Relations of Academic and General Self-Esteem to School Achievement | Request PDF," *ResearchGate*, diakses 18 Juni 2025, https://doi.org/10.1016/j.paid.2008.06.017.

[32]Satriani dkk., "The Impact of Using Discovery Learning on EFL Students' Writing Skill," *ETDC: Indonesian Journal of Research and Educational Review* 1, no. 3 (27 Juni 2022): 389–97, https://doi.org/10.51574/ijrer.v1i3.393.

[33]Chandralekha Singh, "Impact of peer interaction on conceptual test performance," *American Journal of Physics* 73, no. 5 (1 Mei 2005): 446–51, https://doi.org/10.1119/1.1858450.

[34]- Wulan Khaerunisa, "THE USE COOPERATIVE LEARNING METHOD IN IMPROVING STUDENTS' WRITING ABILITY (A Classroom Action Research at One of Senior High School in Cinajur)" (other, Universitas Pendidikan Indonesia, 2011), http://repository.upi.edu.

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and group work activities. Such approaches not only promote active interaction but also help students build self-confidence and deepen their understanding of the subject matter.

This is clearly reflected in the findings for Item 12, *"I complete the exercises assigned by the teacher within the given time,"* which recorded a low mean score of 2.48. This suggests that students may lack motivation or face difficulties when learning individually. Therefore, the researcher believes that group-based learning is essential in helping students build confidence and improve their mastery of *al-Insya'* writing skills. Teachers are encouraged to design collaborative and interactive learning activities to create a more enjoyable and effective learning environment.

Table 6, which includes Items 14 to 19, focuses on students' perceptions of learning *al-Insya'* writing skills. The findings indicate that students recognize the importance of mastering vocabulary (*mufradat*) and grammar (*qawā'id naḥw*) in constructing accurate and meaningful sentences. This finding aligns with Rosni Samah,[35] who emphasized that without a strong command of vocabulary and grammatical structures, students are unable to effectively express ideas or describe situations in Arabic.

According to the researcher, learning *al-Insya'* directly encourages students to expand their vocabulary and understand proper sentence structure. This not only supports the development of writing skills but also strengthens students' comprehension of other components within the Arabic language curriculum. Mastery of *al-Insya'* writing skills also reinforces students' existing knowledge of grammar, which is a fundamental aspect of Arabic language learning.

However, writing is considered one of the most challenging skills in Arabic language education. This is because writing requires a foundational mastery of other basic skills such as reading, listening, and speaking. Without a solid foundation in these three areas, students will struggle to write effectively.

Therefore, teachers play a crucial role in guiding, encouraging and motivating students to develop all four language skills in a balanced manner. Teachers must also provide effective instructional strategies that are appropriate to students' proficiency levels, so they feel more confident and prepared to write in Arabic. This view is supported by Maimun and Jamaliah (2007), who found that even students with high motivation to learn Arabic still face difficulties due to a lack of effective learning strategies. This deficiency

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[35]Rosni Samah, "Pembinaan Ayat Bahasa Arab Dalam Kalangan Lepasan Sekolah Menengah Agama," *GEMA Online® Journal of Language Studies* 12, no. 2 (2012), http://ejournals.ukm.my/gema/article/view/627.

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becomes a major barrier to comprehensive language acquisition. Hence, a systematic, interactive and student-centered teaching approach is essential to help students overcome these challenges and improve their writing skills, particularly in producing *al-Insya'* compositions.

According to Fadzilla, Parilah and Fauziah,[36] motivation plays a vital role in second language learning. Their study showed that students with high levels of motivation tend to perform better in language acquisition. One key aspect of motivation highlighted in their research is students' willingness to use the second language in daily interactions, whether with peers or teachers. This suggests that motivation not only influences the desire to learn but also drives students to apply the language in real-life contexts.

Based on the distribution of responses for each item in this section, the overall mean score obtained was 3.25, which falls within the moderate range. This finding indicates that the majority of Year 7 students hold mixed perceptions both positive and negative regarding their mastery of writing skills, particularly in the context of learning *al-Insya'*. This moderate level may suggest that although students recognize the importance of writing skills, they still face challenges related to confidence, vocabulary mastery or exposure to effective writing strategies.

Therefore, it is essential for teachers to identify the factors that influence students' motivation and to create a learning environment that supports the development of writing skills. An interactive, student-centered approach that provides opportunities for students to actively use the Arabic language can help enhance motivation and consequently, improve their performance in *al-Insya'* writing.

To address the second research question, which explores the psychological factors influencing *al-Insya'* writing skills among students in Arabic schools, thematic analysis identified five key themes: self-confidence, motivation, student achievement, teacher-student relationships and learning styles.

1. Self-Confidence

Self-confidence is a crucial element in the learning process. The findings reveal that students with low confidence, particularly those who fear making grammatical or structural errors, tend to avoid writing tasks. This reluctance negatively affects their engagement in *al-Insya'* writing activities. Hence, teachers play a vital role in fostering

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[36]Srabani Mallik, "MOTIVATION AS A PROMOTING DETERMINANT IN SECOND AND FOREIGN LANGUAGE CLASSROOM: A REVIEW," *European Journal of Foreign Language Teaching*, no. 0 (17 Februari 2017), https://doi.org/10.46827/ejfl.v0i0.531.

students' confidence through encouragement, scaffolded practice and the provision of a supportive learning environment.

2. Level of Motivation

Student motivation, whether intrinsic (interest) or extrinsic (external encouragement), is a key driver in learning. Students who are interested in writing tend to be more active and creative in producing *al-Insya'* compositions. Teachers should nurture this interest through engaging teaching methods and by offering encouragement and recognition for students' efforts.

3. Student Achievement

Students' writing achievement is not solely dependent on individual ability but is also influenced by the teaching strategies employed. Teachers should provide exercises that are appropriate to students' proficiency levels, starting with simple sentences and gradually progressing to more complex writing tasks. Continuous guidance can help students improve their ability to produce quality writing.

4. Teacher-Student Relationship

A positive relationship between teachers and students fosters a safe and supportive learning environment. Friendly and open social interactions encourage students to be more confident and willing to write. Teachers should promote two-way communication and build strong rapport with students to enhance their participation in writing activities.

5. Learning Styles

Students have diverse learning styles, such as visual, auditory, kinesthetic and analytical. These styles influence how students comprehend and produce written work. Therefore, teachers should diversify their instructional approaches such as incorporating technology, group activities, Q&A sessions and hands-on exercises to ensure all students can engage actively and effectively.

In conclusion, the study's findings highlight that psychological factors play a significant role in the learning of *al-Insya'* writing skills. Teachers must be attentive to aspects such as self-confidence, motivation, achievement, interpersonal relationships and learning styles. A flexible, supportive and student-centered teaching approach is key to enhancing students' performance in *al-Insya'* writing.

Conclusion

In conclusion, the findings from both quantitative and qualitative data indicate that students face challenges in thinking, speaking, generating ideas and interacting in Arabic, which is their second language. Several factors must be considered, including teaching techniques and styles, the learning environment, student interest, self-confidence and others. These factors play a crucial role in influencing students' performance in mastering Arabic writing skills, particularly in constructing sentences for *al-Insya'* compositions. Furthermore, psychological factors affecting Arabic writing skills can be categorized into internal and external factors. Internal factors such as interest, perception and attitude influence students' writing abilities. Meanwhile, external factors include teachers' readiness to meet students' psychological needs and the teaching methods employed during the instruction of *al-Insya'* writing skills. According to the researcher, internal factors, namely interest, perception and attitude are key psychological elements that significantly impact students' ability to master *al-Insya'* writing. In addition, external factors such as teaching methods and teacher preparedness are closely related to these internal factors and support the teaching and learning process of Arabic writing skills, especially in the context of *al-Insya'*. When teachers understand the psychological factors influencing students, they are better equipped to build positive relationships with them. Such relationships are essential for creating a conducive learning environment, which in turn enhances students' confidence to express their ideas and thoughts in *al-Insya'* writing. Therefore, teachers' awareness of students' psychological aspects not only supports academic achievement but also strengthens effective pedagogical interactions. Teachers' understanding of students' psychological factors particularly motivation and self-confidence plays a vital role in determining the effectiveness of teaching and learning approaches. With this understanding, teachers can plan and implement instructional strategies that are better aligned with students' needs, including activities that stimulate self-confidence. This approach not only supports students' emotional development but also contributes to improved performance in Arabic writing skills, especially in *al-Insya'* composition. Overall, teachers' mastery of psychological factors that influence students' writing skills can enhance pedagogical approaches, support students' emotional well-being and improve learning outcomes. Therefore, it is essential for teachers to integrate educational psychology principles into their teaching practices. Additionally, teachers should be exposed to various techniques and methods for teaching Arabic so that

they can select the most appropriate approaches for teaching foundational language skills, including reading, writing, listening and speaking. This holistic approach will help create a more effective and comprehensive learning environment.

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