

TRANSFORMATION OF THE SOCIAL SYSTEM FOR TEACHING ARABIC WRITING IN ISLAMIC BOARDING SCHOOLS

Darisy Syafaah¹, Faisal Mahmoud Adam², Bisri Mustofa³

¹³Universitas Islam Negeri Maulana Malik Ibrahim Malang; Indonesia

²University of the Holy Qur'an and Islamic Science; Sudan

Correspondence Email; 230104310022@student.uin-malang.ac.id

Submitted: 27/08/2026

Revised: 05/09/2026

Accepted: 26/09/2026

Published: 07/10/2026

Abstract

This study aims to analyze the transformation of the social system of Kitābah (Arabic Writing) learning at an Arabic-specialized Islamic boarding school, covering teacher authority, patterns of interaction, student roles and participation, and academic collaboration in line with the development of students' competences. The research employs a qualitative approach using a case study design at the Darun Nuhat Islamic Boarding School in Lamongan, which is a boarding school specializing in Nahwu-Sharaf that implements tiered learning through the Muhtadi', 'Alim, and 'Allamah levels. One of the boarding school's flagship programs is the writing of a risālah 'ilmiyyah as an academic achievement at the 'Allamah level. Data were collected through interviews, observations, and documentation from the boarding school's management, Kitābah teachers, and students at each level of study. The data were analyzed through data reduction, data presentation, and drawing conclusions, and verified through triangulation. The research findings indicate that the transformation of the social system occurs gradually. Teachers' authority shifted from a dominant role at the 'Muhtadi' level to a facilitative role at the 'Alim level, and finally to academic supervision at the 'Allamah level. Interaction patterns evolved from one-way to two-way and multi-directional collaborative interactions. The teacher's role shifts from that of an instructor to a facilitator and supervisor, whilst student participation evolves from compliance with instructions towards collaboration and academic independence. Meanwhile, academic collaboration has not yet taken shape at the Muhtadi' level and is becoming increasingly.

Keywords

Academic Collaboration, Arabic Writing Instruction, Islamic Boarding School, Social System, Teacher Authority.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Writing skills (Kitābah) are one of the most complex language skills, as they require not only a command of linguistic elements but also the ability to organize and develop ideas systematically (Belbouah, 2023). The success of teaching Kitābah is also influenced by the social learning system that governs patterns of interaction, communication, and the division of roles between teachers and learners. In this context, the Darun Nuhat Islamic Boarding School in Lamongan is an educational institution with distinctive characteristics in the teaching of Arabic through the Manhaji method (Rofi'i, 2024; Maftuhah et al., 2026). The teaching of writing skills (Kitābah) is carried out in stages across three levels: Muḥtadī', 'Alim, and 'Allāmah, each of which lasts for four months (Cahyani, 2023).

The differences in learning orientation at each level not only reflect the development of pupils' writing competences but also changes in the social system of learning, as reflected in patterns of interaction, the distribution of authority, communication, and the division of roles between teachers and pupils (Oktavera et al., 2025). At the Muḥtadī' level, Kitābah learning is teacher-centered with hierarchical interactions; at the 'Alim level, teachers begin to act as facilitators and mentors with greater student participation; whilst at the 'Allāmah level, learning is directed towards the writing of academic papers, which demands independence, critical thinking, and academic collaboration.

This situation indicates a transformation in the social system of Kitābah teaching, shifting from the dominance of the teacher's authority towards an increasingly participatory and collaborative pattern of interaction. This transformation is evident in the teaching of Kitābah at the Darun Nuhat Islamic boarding school in Lamongan, characterized by changes in the pattern of interaction and the division of roles between teachers and pupils as the pupils' proficiency levels develop, although during this transitional process, pupils still remain dependent on their teachers. These changes are supported by an adaptive curriculum, teacher competence, and learning management that is aligned with pupils' development (Abdullah, 2023), as well as teacher support and positive pedagogical relationships in enhancing pupils' engagement and independence (Han, 2021). Furthermore, social relationships between teachers and pupils, as well as amongst pupils themselves, play a role in developing critical thinking skills, independent learning, and collaboration in academic writing (Hayati et al., 2025).

A review of the literature has revealed that the social system aspect of the problem-solving learning model is evident in the patterns of interaction, communication, and division of roles between teachers and pupils during the learning process. However, its implementation has not yet been fully optimized, as learning remains more focused on the problem-solving process and the attainment of cognitive objectives. Consequently, the development of pupils' social interactions and attitudes has not received sufficient attention (Sukarni et al., 2021).

In line with these findings, Yasin emphasizes that the social system within education is shaped by social norms and values, structures, status, roles, and the dynamics of interaction amongst educational stakeholders. These elements shape social relationships within the educational process and contribute to influencing pupils' motivation and learning outcomes (Yasin & Awie, 2024). Furthermore, research by Akhsan shows that interaction during learning activities plays a role in supporting pupils' Kitabah skills. Effective interaction between teachers and pupils, as well as amongst pupils themselves, can create a more meaningful learning environment and support the development of Arabic writing skills (Akhsan et al., 2025).

According to research by Hamdani, the social environment plays a significant role in the acquisition of Arabic by students at Islamic boarding schools. Interaction with teachers and peers, as well as the habit of using Arabic in everyday life at the boarding school, creates an environment that supports the development of language skills. This social support also contributes to increased motivation to learn and the formation of positive language habits (Hamdani et al., 2024).

According to research by Fariz, the implementation of the Collaborative Learning strategy is effective in improving pupils' Arabic writing skills. In addition to improving writing skills, this strategy also encourages active participation, motivation, cooperation, and responsibility amongst pupils in the learning process, compared with pupils who learn using conventional methods (Fariz et al., 2025).

Although previous research has highlighted the importance of interaction, the social environment, and collaborative learning in the development of Kitabah skills, these aspects have generally been examined in isolation rather than within the framework of a dynamic social system. Research regarding the evolution of authority distribution, teacher-student roles, interaction and communication patterns, and participation and collaboration aligned with the stages of Kitabah learning in the Islamic Boarding School context remains limited. Therefore, there is a need for a study that not only identifies the elements of the social system but also explains their dynamics and

transformations throughout the learning process.

Building on this gap, this study analyses the transformation of the social system in Kitābah teaching based on Joyce and Weil's social system framework (Joyce et al., 2008). The analysis focuses on changes in the distribution of authority, teacher-pupil relationships and roles, patterns of academic interaction and communication, and the development of participation and collaboration amongst learning actors at each level. This perspective allows interaction, communication, and collaboration to be understood not as standalone aspects or strategies of learning, but as interrelated components within the dynamics of the social system of learning. Thus, this study reveals the transformation of the social system of Kitābah learning at the Darun Nuhat Islamic boarding school in Lamongan, specifically the shift from a pattern dominated by teacher authority towards a more participatory and collaborative learning pattern.

Based on the above, this study aims to analyze the transformation of the social system in Arabic writing instruction at Islamic boarding schools and to explain how changes in the patterns of interaction between teachers and students, as well as amongst students themselves, lead to academic collaboration that contributes to the Arabic writing learning process.

METHOD

This study employs a descriptive-qualitative design using a case study approach to examine the 'Transformation of the Social System of Arabic Writing Instruction at the Darun Nuhat Islamic Boarding School in Lamongan' from the Muftadi', 'Alim, and 'Allamah levels, as well as to explore this in depth and uncover its meaning through the construction of the phenomenon (Sugiyono, 2017). As is typical of case study research, the complexity and uniqueness of the subject matter encourage the researcher to explore it in depth (Creswell, 2013). The data in this study consist of primary and secondary data (J Moleong, 2006), which cover information regarding patterns of interaction in Kitābah learning, the role of teachers, student participation, forms of collaboration, and changes in learning relationships at each level. The Primary data for this study were obtained from the Islamic boarding school leader, curriculum administrators, Kitābah teachers, and students at each level of instruction at the Darun Nuhat Islamic Boarding School. Observations were conducted at all three levels, focusing on the roles of teachers and students, interaction and communication patterns, and participation and collaboration between January 2 and June 8, 2026. Documentation included the curriculum and teaching materials, activity schedules, student

writings, learning records, and the pesantren's social media accounts featuring Kitābah learning activities.

Data analysis employed the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing, focusing on patterns and transformations within the social system of Kitābah instruction (Miles & Huberman, 1994). Data were reduced through selection and coding, then presented via narratives, matrices, and tables illustrating interaction patterns, teacher roles, student participation, and collaboration at each level. Findings were subsequently analyzed using Joyce and Weil's social system perspective and relevant theories, then compared with prior research to identify similarities, differences, and contributions. Conclusions were drawn by interpreting patterns and relationships among the findings and were verified through source and methodological triangulation. These research steps are illustrated in the following framework image below:

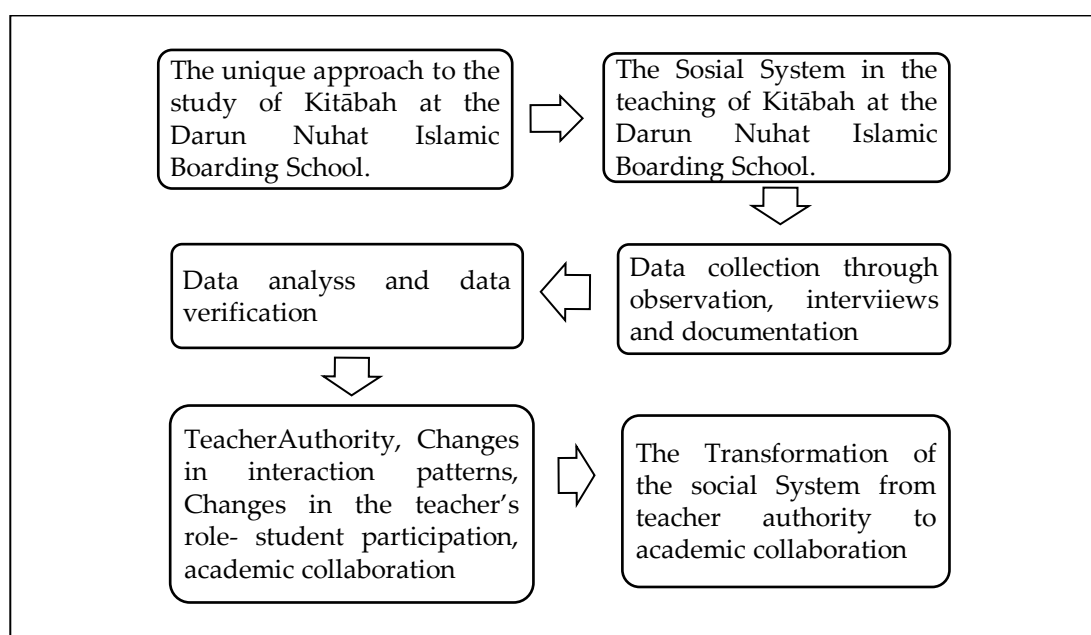


Figure 1. The Framework of thinking

FINDINGS AND DISCUSSION

Findings

The findings of the research on 'The Transformation of the Social System of Arabic Writing Instruction in Islamic Boarding Schools: From Teacher Authority to Academic Collaboration' reveal four main components: teacher authority in Arabic writing instruction; patterns of interaction in Arabic writing instruction; the role of teachers and student participation in Arabic writing

instruction; and academic collaboration in Arabic writing instruction. These research findings are summarised in Table 1.

The data in the table were obtained through participatory observation, in-depth interviews and a documentary study at the Nahwu Sharaf Academy of the Darun Nuhah Islamic Boarding School in Lamongan at the Marhalah Muhtadi' (Beginner), 'Alim (Intermediate) and 'Allamah (Advanced) levels.

Interviews were conducted with 11 informants, comprising one boarding school supervisor who was also the originator of the Manhaji method, four writing skills teachers, and six students. Observations were carried out over a period of six months, from January to June 2026. All data obtained were verified through triangulation.

Table 1. The social system in the teaching of Kitābah at the Darun Nuhah Islamic Boarding School in Lamongan.

No.	The transformation of the social system in the study of the Kitābah.	Muhtadi' Level (beginner)	Alim Level (intermediate)	'Allamah Level (Advanced)
1	Teacher Authority in Kitābah Teaching: the dominant position and authority of teachers in the Kitābah learning process	Teachers play a dominant role in shaping the direction of learning, from setting the learning objectives, explaining the learning material contained in the methodological module, instructing pupils to complete written assignments, to conducting assessments.	The teacher's role has shifted towards that of a facilitator. Whilst the teacher sets the direction and standards, pupils are given greater scope to develop ideas, engage in discussion, and draft their work, such as selecting the topics to be addressed in their group-based academic articles.	Teachers' roles have shifted to that of supervisors and academic partners. Teachers act as conceptual guides on the topics to be addressed in the writing of academic papers, and provide feedback when students seek guidance on the chosen topics. On the other hand, students have greater autonomy in completing their writing.
2.	Patterns of Interaction in Reading Instruction: Patterns of communication between teachers and pupils, and amongst pupils, in the process of reading instruction.	The teaching approach for the Kitābah tends to be one-way and teacher-centered. Interaction takes place through the delivery of material in the	Interaction patterns have shifted from one-way to two-way. Interaction has become dialogic and participatory through discussions between teachers and pupils, as well as amongst pupils	Interaction patterns have evolved to become multi-directional and collaborative. Interaction between pupils and teachers, as well as amongst pupils themselves, takes place

	methodological module, instructions to complete written exercises, and the marking of these exercises.	themselves, whilst working in groups to complete scientific paper writing assignments.	intensively through discussions, the exchange of ideas, the provision of feedback, and the independent development of academic papers until they are ready for presentation.
3.	The role of teachers and pupil participation in Kitābah learning: the position and function of teacher–pupil interaction in Kitābah learning	Teachers act as instructors, mentors, and assessors. Pupils’ participation involves following the teacher’s instructions, practicing writing through the tasks set by the teacher, and receiving feedback.	Teachers act as facilitators, academic mentors, and providers of feedback on writing tasks such as developing paragraphs and drafting academic texts. Meanwhile, pupils’ participation is demonstrated through the development of ideas, discussions, and the revision of their writing.
4.	Academic collaboration in calligraphy teaching: The process of cooperation between teachers and pupils, and amongst pupils themselves, in calligraphy teaching	Academic collaboration is limited in scope and takes place under the guidance of the teacher. This collaboration takes the form of guidance, supervision, the teacher providing examples on specific topics, and feedback.	Academic collaboration has become more intensive and multi-directional. Teachers and pupils interact as academic partners, discussing ideas, providing feedback, and developing and refining their academic papers.

Data source: processed by the researcher from interviews, observations, and documentation at the Darun Nuhat Islamic Boarding School, Lamongan, 2026.

The Authority of Teachers in Kitābah Instruction at the Darun Nuhat Islamic Boarding School in Lamongan

This study shows that the muḥtadi level is the most basic level in the study of Kitābah. Consequently, at this level, the teacher plays a dominant role. Teachers hold full authority over the learning process, from determining the direction of learning through the Manhaji modules (volumes 1–4), which cover the basic rules of nahwu and sharaf as a foundation for writing instruction, to giving instructions after explaining the material, and determining writing activities such as adapting

patterns according to the examples provided, as well as assessing pupils' answers.

In contrast to the *mubtadi* level, at the *alim* level, the teacher is not the primary authority figure. Although the direction and standards have been set, students are given greater scope to discuss and develop ideas. The teacher facilitates discussions amongst students on topics that will be developed into written pieces. At the '*Alim*' level, the focus is no longer solely on guided writing but extends to paragraph composition through the study of '*ta'bir tahriry*' and the drafting of essays.

Teachers at the '*Allamah*' level act as supervisors. They guide students in developing concepts based on their chosen topics and provide academic guidance on their written work, known as scientific theses. Students are granted greater autonomy in drafting their work and developing their ideas to the point where they can defend them in both open and closed examinations before a panel of examiners.

Patterns of Interaction in Kitābah Instruction at the Darun Nuhāt Islamic Boarding School in Lamongan

At the *mubtadi*' level, the teaching approach for writing is teacher-centered and tends to be one-way. In practice, the teacher explains the material using patterns and examples from the curriculum textbook. Pupils listen to the teacher's instructions and then follow the teacher's instructions to complete exercises based on the specified patterns. Once the tasks have been completed, the teacher checks and corrects the pupils' mistakes in accordance with the correct writing patterns and rules. The pupils are then instructed to correct their mistakes.

The teaching approach to writing at the '*alim*' level marks a transition from a one-way to a two-way learning model. Teachers have begun to incorporate topic discussions, the development of ideas, and providing feedback on pupils' writing through the '*ta'bir tahriry*' material. At this level, pupils are given the opportunity to ask questions, express their opinions, and discuss difficulties they encounter with the writing material, both with the teacher and with their peers. The development of ideas is demonstrated through the gradual composition of sentences and paragraphs, starting from 30 sentences up to 100 sentences, with the main task being to write a scientific paper in groups with their peers on a topic previously discussed with their teacher.

At the '*Allamah*' level, learning interactions become multi-directional and collaborative, and tend to be student-centered. The teacher acts as an academic mentor who guides students' ideas and provides feedback on their writing. At this level, students are required to write an academic thesis in Arabic, choosing multidisciplinary topics such as linguistics, Qur'anic studies, *fiqh*, philosophy,

and so on. This gives students greater scope to determine their topic and develop their ideas, search for and analyze reference sources, and defend their ideas through discussion following a structured submission process. Interaction takes place not only with the teacher but also with peers through discussions, peer review, and presentations. At the end of the thesis writing process, students are required to present and defend their work, both in closed and open examinations, before examiners and their peers.

The Role of Teachers and Student Participation in Kitābah Lessons at the Darun Nuhat Islamic Boarding School in Lamongan

The role of the teacher at the muftadi' level in the process of learning Kitābah is that of an instructor or learning guide. The teacher explains a particular rule or pattern from the manhaji textbook, then guides the pupils to complete written exercises. During the learning process, the teacher also provides guidance to pupils who are experiencing difficulties with their writing. At the end of the learning process, the teacher checks and corrects the pupils' work in accordance with the correct writing rules and instructs them to amend their work. Meanwhile, the pupils' participation in the learning process consists of following the teacher's instructions, adhering to the writing patterns set out in the 'Kitābah muwajjahah', and correcting their work where errors are found.

At the Alim level, the teacher's role is that of a facilitator, academic mentor, and provider of feedback. The teacher sets a topic for the pupils to write about. The teacher then helps the pupils develop their ideas through questions and answers and discussions, guiding them to turn these ideas into paragraphs. At this level, the teacher acts more as a guide when pupils encounter difficulties, offering suggestions to improve and refine their writing. Student involvement in writing at the Alim level involves developing ideas from the themes specified in the teaching module into a paragraph. They must also collaborate in groups to write academic papers on a variety of themes, ranging from linguistics, Islamic studies, Qur'anic studies, and philosophy. Consequently, active student participation is essential at this level.

Whilst at the Alim level, the teacher's role shifts from that of an instructor to a facilitator, at the Allamah level, the teacher acts as a supervisor, academic mentor, and provider of feedback. The teacher no longer dominates the learning process but instead provides guidance on the topics to be discussed, how to formulate problems, develop arguments, and refine the scientific paper. This academic guidance provided by the teacher takes place both during and outside of lesson time. Much like thesis supervision, the refined scholarly treatise can subsequently be submitted for a

closed-door examination to be defended before the examiners. This is followed by an open-door examination in the presence of the examiners and the students.

Student involvement at the Allamah level is demonstrated through their independence and sense of responsibility. This is because, at this highest level, writing is carried out independently or on an individual basis, rather than in groups, as is the case at the 'Alim level. Consequently, the students' active participation and responsibility are essential from the very beginning—from selecting a topic, developing ideas, researching references, carrying out revisions, right through to being ready to present their work.

Academic Collaboration in the Teaching of Kitābah at the Darun Nuhāt Islamic Boarding School in Lamongan

The teaching of writing at the muḥtadī' level at the Darun Nuhāt Islamic Boarding School in Lamongan is teacher-led. Consequently, at this most basic level of instilling the fundamentals of writing, no pattern of academic collaboration has yet been observed. For example, the teacher explains a specific topic concerning verbs and their inflected forms. The pupils then complete exercises according to the teacher's instructions, and the teacher checks and corrects their work once it is finished.

However, this academic collaboration develops in line with changes in the social system at each higher level of learning. For instance, academic collaboration begins to emerge at the 'Alim level in the form of discussions and the exchange of ideas on writing topics to be incorporated into group-based academic papers. For example, when writing a scientific paper on the analysis of the meaning of the 'jar' letters in Surah al-Ma'idah, students will discuss the topic, draft an outline, develop paragraphs, formulate arguments, and present their work as a group. The teacher merely guides them and provides feedback throughout the writing process.

At the Allamah level, academic collaboration is becoming increasingly robust and systematic. Students writing academic papers must first identify the topic to be studied, then discuss it with their teacher to receive guidance. The next steps involve drafting an outline, sourcing references, developing their arguments, and writing the paper independently. Consequently, this collaboration is both intensive and self-directed. On other occasions, students also discuss the progress of their writing through tutorials with their teacher and peers to obtain feedback and constructive criticism to refine their work.

Discussion

The results of the study show that the social system in Kitābah teaching at the Darun Nuhāt Islamic boarding school in Lamongan has undergone a transformation in line with the development of pupils' abilities at the Muḥtadī', 'Alim, and 'Allamah levels. This transformation is evident in changes to the teacher's authority, patterns of interaction, the division of roles and student participation, as well as the level of academic collaboration. At the Muḥtadī' level, the social system is teacher-centered, with interactions tending to be one-way and student participation largely directive in nature. At the 'Alim level, the teacher's authority begins to shift towards a facilitative role through dialogic interactions, discussions, and group work. Meanwhile, at the 'Allamah level, the social system evolves towards a more independent and collaborative academic model, in which the teacher acts as a mentor and students are actively involved in writing, providing feedback, offering criticism, and independently developing risālah 'ilmiyyah.

These findings are consistent with those of Joyce and Weil, who view the social system as an interplay between the roles, interactions, and division of responsibilities between teachers and pupils. Developments indicate a shift from structured patterns towards interactions that are more participatory, collaborative, and oriented towards student autonomy (Joyce et al., 2008). These findings can be understood through the concept of teacher authority, particularly pedagogical authority, which serves to provide structure and guidance in the early stages of learning (Pace & Hemmings, 2007). In Kitābah teaching, this authority is evident in the teacher's guidance, whilst student interaction, participation, and responsibility develop gradually towards independence and collaboration (Taylor et al., 2024). Thus, the social system not only regulates the relationship between teachers and pupils but also shapes a division of responsibilities that supports the development of writing skills.

However, the dominance of the teacher's authority becomes less relevant as pupils' competences develop, as pupils at advanced levels require space to develop ideas, construct arguments, and take responsibility for their written work. Overly dominant authority can limit students' participation and autonomy (Azkiya et al., 2026), whilst teaching that supports autonomy allows greater scope for students' interests and values and reduces teacher control (Reeve & Cheon, 2024). In Kitābah teaching, the shift in teacher authority does not eliminate the teacher's role but rather adapts its form to the evolution of the students' abilities. At the Muḥtadī' level, the teacher acts through direct instruction and guidance; at the 'Alim level, through facilitation; and at the

Allamah level, through academic supervision. Accompanying this shift, student interaction, participation, autonomy, and responsibility gradually evolve toward a more independent and collaborative pattern. This pattern demonstrates that the social system within Kitābah instruction is constructed incrementally in alignment with the development of student competence.

Interaction patterns in Kitābah teaching evolve as pupils' competence and independence increase. At the Muḥtadī' level, one-way interaction through examples, guidance, and correction by the teacher reflects the need for structure and direction; at the 'Alim level, interaction develops into two-way interaction through discussion, group work, and feedback; whilst at the 'Allamah level, it becomes multidirectional through the development of ideas and the refinement of writing. This pattern demonstrates the application of social learning principles, which position interaction as a means of developing students' abilities. This is consistent with research by Durrotunnasihah and Ramadani, which shows that group discussions, collaborative writing, and group projects can enhance student engagement and interaction in Arabic writing instruction (Durrotunnasihah & Ramadani, 2024). Similarly, research by Wesabi et al. in the context of Islamic boarding schools in Indonesia shows that collaboration in writing instruction provides students with opportunities to develop ideas, consider language choices, negotiate meaning, and utilize feedback (Wesabi et al., 2026)

These findings can be understood through the lens of Vygotsky's social constructivism, which views learning as the construction of knowledge through social interaction. Teachers provide support tailored to pupils' abilities and gradually reduce this support as their independence develops (L. Vygotsky & Cole, 2018). Thus, social interaction in the teaching of Kitābah serves not only as a means of conveying content but also supports pupils' cognitive development and autonomy. This is in line with Sholiha and Abdul Munip, who emphasize the importance of patterns of social interaction, communication, and the linguistic environment in communicative Arabic language learning (Sholiha & Abdul Munip, 2026). Khair et al. also demonstrate that the integration of SCL and CL encourages active participation and cooperative problem-solving (Khair et al., 2025), whilst Simon et al. affirm that collaborative strategies support interaction and the development of Arabic language skills (Simon et al., 2024). In line with this, Hanifansyah et al. demonstrate that peer tutoring can enhance students' interaction, motivation, and self-confidence in learning Arabic. Consequently, the teaching of Kitābah requires space for student participation, collaboration, and autonomy in the process of knowledge construction (Hanifansyah et al., 2024).

However, fully student-centered and collaborative learning is not always sufficient, particularly when it comes to mastering linguistic structures and rules, which require systematic guidance. Zohrabi et al. demonstrate that the teacher's role remains crucial in providing explicit grammar instruction. In writing instruction, particularly at the early stages, pupils still require guidance, correction, and scaffolding from the teacher to master vocabulary, language structures, and the organization of ideas (Zohrabi et al., 2017). Based on these two perspectives, the pattern of interaction in Kitābah teaching needs to evolve gradually in line with pupils' competencies, moving from teacher guidance and scaffolding in the early stages towards discussion, the exchange of ideas, feedback, and academic collaboration in the later stages (Li & Zhang, 2022). Thus, the transformation of interaction from one-way to two-way and multi-directional does not mean eliminating the teacher's role, but rather balancing the teacher's guidance with increased student participation and independence.

With regard to the roles of teachers and student participation, at the beginner level, teachers act as instructors, guides, and assessors, whilst students follow instructions during the learning process. This pattern illustrates the pedagogical function of the teacher's authority in providing structure, guidance, and assessment. From the social systems perspective of Joyce and Weil, the teacher's role forms part of the social structure of learning, which can vary from being a source of knowledge and a guide to acting as a facilitator and mentor (Joyce & Weil, 2003).

In line with Vygotsky's sociocultural perspective, the development of abilities occurs through interaction and assistance from more competent individuals within the Zone of Proximal Development (ZPD) (Vygotsky, 1978); thus, intensive guidance from the teacher at the early stages serves as support towards independence in Kitābah (Kurniawan et al., 2022) (Hilmi & Miranda, 2025). As students' competence increases, the teacher's role shifts to that of a facilitator and academic mentor at the 'Alim level, then to that of a supervisor at the 'Allamah level, whilst student participation evolves towards the development of ideas, writing, argumentation, analysis, and presentation. This development is in line with the view that a teacher's authority is not synonymous with domination, but can both guide and empower pupils (Kim, 2022; Gil-Madrone et al., 2020).

The teacher's role shifts from that of an instructor and director at the Muḥtadī' level to a facilitator and academic mentor at the 'Alim level, eventually evolving into a supervisor at the 'Allamah level. In tandem with this evolution, the students' participation progresses from mere adherence to instructions to active engagement in idea development, writing, argumentation,

analysis, and presentation. This progression demonstrates that advancing through learning levels is accompanied by an increase in the students' independence and responsibility within the learning process. These findings are consistent with Johnson's research, which emphasizes the teacher's role in motivating pupils, creating a conducive learning environment, and fostering pupil autonomy (Johnson, 2017). This is further reinforced by the study by Agustina and Syarif, which also shows that the teacher's role can vary, acting as a source of learning, a facilitator, a demonstrator, a classroom manager, and an evaluator, depending on learning needs (Agustina & Syarif, 2023). In Kitābah learning, the teacher's role evolves from that of an instructor and facilitator to that of an academic mentor, as students' participation and independence increase.

Academic collaboration in Kitābah teaching takes place through discussion, the exchange of ideas, collaborative writing, and feedback that encourages pupils to actively develop ideas and improve the quality of their writing. This approach encourages pupils to become active learners in constructing knowledge, developing critical thinking, and solving problems collaboratively. These findings are consistent with those of Hurst et al., who found that social interaction can enrich knowledge, foster critical thinking, and improve problem-solving skills (Hurst et al., 2013). In Kitābah teaching, such interaction helps students develop ideas, receive feedback, and improve the quality of their writing.

However, academic collaboration does not automatically replace the teacher's role as a source of knowledge, a mentor, and a guarantor of linguistic and academic accuracy. Guidance from teachers remains essential, particularly in the early stages, for the mastery of grammar rules, vocabulary, sentence structure, and the development of ideas. This is in line with the research by Asrofi et al., which states that language learning patterns are shaped by environmental interactions, institutional policies, motivation, and social interactions. Thus, the social system of learning involves the dynamics of teachers, pupils, rules, the environment, and learning mechanisms (Asrofi et al., 2025). Based on these two trends, academic collaboration in the teaching of Kitābah develops gradually, rather than replacing the teacher's role. At the Muḥtadī' level, interaction centers on teacher guidance; at the 'Ālim level, collaboration develops through discussion, feedback, and the development of ideas; whilst at the 'Allāmah level, collaboration takes place more intensively in writing and the development of arguments. As this development progresses, the teacher shifts from being an instructor to an academic facilitator and mentor, whilst students progress towards independence and collaboration.

Although the research findings support social system theories encompassing teacher authority, patterns of interaction, and the role of the teacher, there are several aspects that require consideration. Firstly, social interaction is not merely a means of learning, but represents a shift in the structure of teacher–pupil relationships. In Kitābah teaching, the shift in interaction from teacher-centered to collaborative serves as an indicator of social system transformation. Secondly, variations in the teacher’s role not only reflect changes in pedagogical functions but also a redistribution of positions and authority that influences pupils’ participation, autonomy, and responsibility. The shift in the teacher’s role according to the stages of learning is therefore part of the transformation of social relationships. Thirdly, academic collaboration is not merely a learning strategy but develops as a consequence of students’ increasing competence, independence, and responsibility. Collaboration begins through discussion, the development of ideas, and feedback at the ‘Ālim level, and subsequently evolves into a more dialogical academic relationship at the ‘Allāmah level.

Based on the findings of this study, as well as a dialogue with existing theory and previous research, it can be concluded that the transformation of the social system in the teaching of Arabic writing at the Darun Nuhāt Islamic Boarding School has undergone a gradual shift from teacher authority towards academic collaboration. This transformation has occurred in tandem with the development of students’ competencies, independence, and responsibility at each stage of learning. Consequently, this study emphasizes the importance of broadening the study of social systems by uncovering the transformation of teacher–student relationships in Arabic writing instruction, from teacher-centered authority towards academic collaboration, in line with the development of students’ competences and independence in learning.

CONCLUSION

A study on the transformation of the social system for teaching Arabic writing at the Darun Nuhāt Islamic Boarding School in Lamongan reveals that the social system of Arabic writing learning undergoes transformation across four key aspects: teacher authority, interaction patterns, teacher roles and student participation, and academic collaboration. The transformation of teacher authority shifts from instructional dominance at the Muḥtadī’ level to a facilitative role at the ‘Ālim level and academic supervision at the ‘Allāmah level. This shift parallels changes in interaction pattern, moving from a one-way, teacher-centered approach to a two-way interaction at the ‘Ālim

level and a multi-directional, collaborative approach at the 'Allāmah level. Concurrently, the teacher's role evolves from instructor to facilitator and finally to supervisor, while student participation progresses from mere compliance with instructions to active engagement, collaboration, and academic autonomy. Academic collaboration, which is not significantly developed at the Muḥtadī' level, begins to take shape at the 'Ālim level and intensifies at the 'Allāmah level. Overall, these findings indicate that the transformation of the Kitābah learning social system occurs gradually in tandem with the development of student competence, characterized by shifts in teacher authority and roles alongside increased student participation and academic collaboration. Future research could examine the effectiveness of this transformation through comparative studies across various Islamic boarding school contexts, incorporating student perspectives, particularly regarding the development of academic autonomy in Arabic writing learning.

REFERENCES

- Abdullah, M. (2023). Management of the Arabic Language Teaching Program for Non-Native Speakers. *IJ-ATL; International Journal of Arabic Teaching and Learning*, 17(2).
- Agustina, N. L., & Syarif, A. (2023). The Role of the Teacher in Arabic Language Learning at MTS Hidayatul Insan Palangkaraya (Behavioral Theory Perspective). *JoFLLT Jurnal Ilmiah Jurusan Pendidikan Bahasa*, 03(01).
- Akhsan, M. Ahmadi, & Taufiqurrahman, M. (2025). Interaksi Pembelajaran dan Pengaruhnya terhadap Kemampuan Maharah Kitabah Bahasa Arab. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 6(1), 55–67. <https://doi.org/10.35316/lahjah.v6i1.55-67>
- Asrofi, I., Supriatna, A. R., Kohar, A. A., & Ruswandi, A. (2025). Arabic Language Acquisition in Boarding High School Students : A Study of Environment, Motivation, and Social Interaction. *Lughawiyah Journal of Arabic Education and Linguistics*, 7(2), 138–153. <https://doi.org/http://dx.doi.org/10.31958/lughawiyah.v7i2.16488>
- Azkiya, H. N., Syauqi, N., & Azizah, K. (2026). Transformasi Manajemen Kelas dalam Pembelajaran PAI: Analisis Pendekatan Otoriter, Demokratif dan Permisif dalam Perspektif Peserta Didik Modern. *Helvy Nurul Azkiya1, Nafiatus Syauqi2, Khoridatul Azizah3*, 08(01), 192–200.
- Belbouah, A. (2023). Challenges of Writing in Arabic as a Foreign Language Context : Case of the Spanish School in Rabat. *Euoropean Jurnal of Contemporary Education and E- Learning*, 1(1), 4. [https://doi.org/10.59324/ejceel.2023.1\(1\).01](https://doi.org/10.59324/ejceel.2023.1(1).01)
- Cahyani, D. R. (2023). *Metode Manhaji dalam Pembelajaran Qawa'id*. Universitas Islam Negeri Sunan Kalijaga Yogyakarta.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design : Choosing Among Five Approaches* (p. ix). SAGE Publication.
- Durrotunnasihah, & Ramadani, P. (2024). Metode Pembelajaran Kolaboratif dalam Meningkatkan Keterampilan Menulis Bahasa Arab. *Journal of Practice Learning and Educational Development*, 4(4), 307–312. <https://doi.org/10.58737/jpled.v4i4.317>
- Fariz, M., Mukmin, & Hidayah, N. (2025). Pembelajaran Maharah Kitabah Berbasis Collaborative

- Learning. *Ihya Al-Arabiyyah; Jurnal Pendidikan Bahasa dan Sastra Arab*, 11(2), 295.
- Gil-Madrona, P., Hinojosa, L. M. M., Pérez-Segura, J. J., & Poblete, M. B. S.-S. G. Z. (2020). Scale of Pedagogical Authority Meanings in the Classroom (ESAPA) for Ibero-America was Built on the Opinions of Teaching Students. *Teaching and Teacher Education*, 93. <https://doi.org/10.1016/j.tate.2020.103079.%0A>
- Hamdani, M., Mukarromah, A., Mahsur, & Kamariah. (2024). The Influence of Social Environment on Arabic Language Acquisition of Students at Nurul Haramain Islamic Boarding School. *HuRuf Journal: International Journal of Arabic Applied Linguistics*, 4(2), 167–180. <https://doi.org/http://dx.doi.org/10.30983/huruf.v4i2.8807>
- Han, K. (2021). Fostering Students ' Autonomy and Engagement in EFL Classroom Through Proximal Classroom Factors : Autonomy-Supportive Behaviors and Student-Teacher Relationships. *Conceptual Anal*, 12(October), 1–7. <https://doi.org/10.3389/fpsyg.2021.767079>
- Hanifansyah, N., Mahmudah, M., & Syakur, S. A. (2024). Peer Tutoring as a Collaborative Approach in Arabic Language Learning. *Lahjatuna*, 4(1). <https://doi.org/https://doi.org/10.38073/lahjatuna.v4i1.2181>
- Hayati, W., Arrofi, M. R., Maulana, E. Y., & Makmuri, T. (2025). Pengaruh Belajar Secara Mandiri , Bantuan Teman Sebaya , dan Guru dalam Meningkatkan Kognitif Siswa. *JlIP (Jurnal Ilmiah Ilmu Pendidikan)*, 8, 8–11.
- Hilmi, M., & Miranda, A. (2025). Vigotsky's Sociocultural: An Analytical Study in Arabic Language Learning. *KITABA*, 3(1). <https://doi.org/https://doi.org/10.18860/kitaba.v3i1.29732>
- Hurst, B., Wallace, R. R., & Nixon, S. B. (2013). BearWorks: The Impact of Social Interaction on Student Learning. *College of Education*, 4(4).
- J Moleong, L. (2006). *Metode Penelitian Kualitatif* (I. Taufik (ed.); 22nd ed.). PT. Remaja Rosdakarya.
- Johnson, D. (2017). The Role of Teachers in Motivating Students to Learn. *BU Journal of Graduate Studies in Education*, 9(1), 2013–2016.
- Joyce, B., Calhoun, E., & Hopkins, D. (2008). *Models of Learning, Tools for Teaching*. McGraw-Hill Education (UK).
- Joyce, B., & Weil, M. (2003). Models of Teaching. In *Prentice Hall of India* (5th ed.). Prentice.Hall of India.
- Khair, M. S., Aziz, A., & Fadli, A. (2025). Student-Centered Learning and Collaborative Learning in Arabic Language Education. *An-Nazhair: Journal of Arabic Education*, April 2025, 45–54.
- Kim, M. (2022). Student Agency and Teacher Authority in Inquiry-Based Classrooms: Cases of Elementary Teachers' Classroom Talk. *International Journal of Science and Mathematics Education*, 20(8), 1927–1948. <https://doi.org/10.1007/s10763-021-10233-7>
- Kurniawan, A. A., Ilmi, B., Authar, N., & Wargadinata, W. (2022). Pembelajaran Bahasa Arab di Indonesia: Problematika dan Solusi Prespektif Sosiokultural Vygotsky. *Al-Ittijah*, 14(2). <https://doi.org/https://doi.org/10.32678/alittijah.v14i2.7531>
- Li, D., & Zhang, L. (2022). Contextualizing feedback in L2 writing: the role of teacher scaffolding. *Language Awareness*, 31(3). <https://doi.org/https://doi.org/10.1080/09658416.2021.1931261>
- Maftuhah, Roniyah, Q. N., & Zunaidah. (2026). Penerapan Metode Manhaji dalam Meningkatkan Pembelajaran Nahwu-Sharaf pada Level Muhtad' terhadap Al-Qur'an di Pondok Pesantren. *Nusantara Journal of Islamic Studies*, 07(1).
- Miles, M., & Huberman, A. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*. University of Nebraska.
- Oktavera, H., Sutaman, Nurhadi, Yul, W., & Aini, H. (2025). Mapping the Characteristics and Trajectories of Language Scaffolding in Arabic as a Foreign Language: A Systematic Review. *Arabiyyatuna*, 9(2). <https://doi.org/https://doi.org/10.29240/jba.v9i2.14801>

- Pace, J. L., & Hemmings, A. (2007). Understanding Authority in Classrooms: A Review of Theory, Ideology, and Research. *Review of Educational Research*, 77(1), 4–27. <https://doi.org/10.3102/003465430298489>
- Reeve, J., & Cheon, S. H. (2024). Learning How to Become An Autonomy-Supportive Teacher Begins with Perspective Taking: A Randomized Control Trial and Model Test. *Teaching Ang Teacher Education*, 148. https://doi.org/https://doi.org/10.1016/j.tate.2024.104702?utm_source=chatgpt.com
- Rofi'i, M. A. (2024). Improving The Ability to Read Kitab Kuning Through the Manhaji Method at Darun Nuhat Islamic Boarding. *Al-TarbawiAl-Haditsah: JurnalPendidikanIslam*, 9(2), 320–349.
- Sholiha, M. A., & Abdul Munip. (2026). Pola Interaksi Sosial dan Strategi Komunikasi Mahasiswa dalam Pembelajaran Bahasa Arab di Perguruan Tinggi. *Ta'limi: Journal of Arabic Education and Arabic Studies*, 5(2), 508.
- Simon, A. S., Mutmainah, F. A., Sarif, S., & Annisa, I. (2024). Collaborative Learning in Arabic Language Learning in Indonesia: A Systematic Literature Review. *Thariqah Ilmiah*, 12(2). <https://doi.org/http://dx.doi.org/10.24952/thariqahilmiah.v12i2.14107>
- Sugiyono. (2017). Metodologi Penelitian Kuantitatif, Kualitatif dan R&D. In *Alfabeta Bandung*.
- Sukarni, W., Kurniawan, & Agus, A. D. (2021). *Literatur Review: Sistem Sosial Model Pembelajaran Problem Solving terhadap Sikap Sosial Siswa*. 5(1), 106–115.
- Taylor, K. S., Keane, K., Silverman, R. D., & Levine, S. (2024). Elementary Teachers' Scaffolding in Writing Instruction. *Literacy Research and Instruction*, 65(1), 16–36. <https://doi.org/https://orcid.org/0000-0002-4300-2749>
- Vygotsky, L., & Cole, M. (2018). Lev Vygotsky: Learning and Social Constructivism. In *Learning Theories for Early Years Practice* (pp. 68–73). SAGE Publications.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. MA: Harvard University Press.
- Wesabi, A. A. M. Al, Solahudin, D., Syafei, I., & Kosim, N. (2026). Scaffolding, Collaboration, and Feedback in Task-Based Arabic Writing: Evidence from an Indonesian Islamic Boarding School. *Al-Muyassar: Journal of Arabic Education*, 5(3), 851–868. <https://doi.org/https://doi.org/10.31000/g972ey10>
- Yasin, M., & Awie, M. (2024). Dinamika Interaksi Sosial Siswa dalam Perspektif Sistem Sosial di Sekolah. *Jurnal Ilmu Pendidikan dan Sosial*, 02, 239–252.
- Zohrabi, M., Torabi, M. A., & Baybourdiani, P. (2017). Teacher-Centered and/or Student-Centered Learning: English Language in Iran. *English Language and Literature Studies*, 2(3), 18–30. <https://doi.org/10.5539/ells.v2n3p18>