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The Effectiveness of Artificial Intelligence-Assisted Self-Regulated Learning in Improving Writing Skills *(Maharah Kitabah)*: A Quasi-Experimental Study

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ABSTRACT
This study aims to examine the effectiveness of Artificial Intelligence (AI)-assisted Self-Regulated Learning (SRL) in improving the writing skills (maharah kitabah) of tenth-grade students at an Islamic senior high school. The research employed a quantitative approach using a quasi-experimental pretest-posttest control group design. The participants consisted of 30 students of MA Miftahul Huda Cendono, divided into an experimental group of 14 students and a control group of 16 students. The research instrument was a maharah kitabah test covering vocabulary mastery and Arabic sentence construction skills. Data were analyzed using descriptive statistics, N-Gain Analysis, Normality Tests, Homogeneity tests, and an Independent sample t-test. The findings revealed that the Mean Score of the Experimental Group Increased from 63.50 to 87.64 with an N-Gain Score of 0.66 (moderate Category), while the Control Group Improved from 46.87 to 70.13 with an N-Gain Score of 0.41 (moderate category). Furthermore, the Independent Sample t-Test produced a significance value of 0.000 (< 0.05), indicating a statistically significant difference between the two groups. These findings demonstrate that AI-Assisted Self-Regulated Learning is effective in improving students' Arabic writing skills. The integration of SRL and AI not only provides immediate and accurate feedback but also promotes students' learning autonomy throughout the writing process.

Keywords: self-regulated learning, artificial intelligence, maharah kitabah, quasi-experimental study

Efektivitas *Self-Regulated Learning* Berbantuan Kecerdasan Buatan dalam Meningkatkan Keterampilan Menulis *(Maharah Kitabah)*: Studi Kuasi-Eksperimen

ABSTRAK
Penelitian ini bertujuan untuk menguji efektivitas model pembelajaran Self-Regulated Learning (SRL) Berbantuan Artificial Intelligence (AI) dalam meningkatkan keterampilan Maharah Kitabah siswa kelas X Madrasah Aliyah. Penelitian menggunakan pendekatan kuantitatif dengan desain Quasi-Experimenental Pretest-Posttest Control Group Design. Subjek penelitian terdiri atas 30 Siswa kelas X MA Miftahul Huda Cendono yang dibagi ke dalam dua kelompok, yaitu kelas eksperimen sebanyak 14 siswa dan kelas kontrol sebanyak 16 siswa. Instrumen penelitian berupa tes Maharah Kitabah yang mencakup penguasaan kosakata dan kemampuan menyusun kalimat bahasa Arab. Data dianalisis menggunakan statistik deskriptif, uji N-Gain, uji Normalitas, uji homogenitas, dan uji Independent Sample t-Test. Hasil penelitian menunjukkan bahwa rata-rata nilai siswa pada kelas eksperimen meningkat dari 63,50 menjadi 87,64 dengan nilai N-Gain sebesar 0,66 (kategori sedang), sedangkan kelas kontrol meningkat dari 46,87 menjadi 70,13 dengan nilai N-Gain sebesar0,41 (kategori sedang). Hasil uji Independent Sample t-Test menunjukkan nilai signifikansi sebesar 0,000 < 0,05 yang mengindikasikan adanya perbedaan peningkatan yang signifikan antara kedua kelompok. Temuan ini menunjukkan bahwa penerapan Self-Regulated Learning Berbantuan Artificial Intelligence efektif dalam meningkatkan keterampilan Maharah Kitabah siswa. Integrasi SRL dan AI tidak hanya membantu siswa memperoleh umpan balik yang cepat dan akurat, tetapi juga mendorong kemandirian belajar dalam proses menulis bahasa Arab.

Kata kunci: self-regulated learning, artificial intelligenc, maharah kitabah, studi kuasi eksperimen

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INTRODUCTION

Arabic is a subject that plays a crucial role in Islamic education, serving both as a means to understand the sources of Islamic teachings and as a tool for communication within academic contexts. Arabic language instruction encompasses four language skills (maharah lughawiyah): maharah istima' (listening), maharah kalam (speaking), maharah qira'ah (reading), and maharah kitabah (writing). Among these, maharah kitabah is a productive skill that requires learners to express ideas, concepts, and information in writing, while ensuring the accurate use of vocabulary, grammatical structures, and the rules of nahwu (syntax) and sharaf (morphology). Consequently, writing skills extend beyond the mere transcription of letters or words; they involve a complex cognitive process of systematically organizing and developing ideas.

In the context of Madrasah Aliyah (Islamic senior high school) education, maharah kitabah remains a particularly challenging skill for students to master. Many students struggle with selecting appropriate vocabulary, constructing grammatically correct sentences, and developing ideas into coherent written pieces. As a result, learning outcomes in Arabic writing often fall short of expectations. Beyond limited language proficiency, this difficulty is also compounded by a lack of learner autonomy in developing writing skills on an ongoing basis.

Instruction that remains "teacher-centered" often limits active student engagement in the learning process. In such an environment, students tend to rely on the teacher for explanations and are less accustomed to planning, monitoring, and evaluating their own learning. Consequently, opportunities for reflection and the development of writing skills remain restricted. Yet, effective writing requires consistent practice, the ability to identify errors, and the awareness to independently refine and improve one's own written work.

LITERATURE REVIEW

Self-Regulated Learning

Self-Regulated Learning (SRL) is a learning concept that positions learners as active agents in managing their own learning processes. According to Zimmerman (2002:14), SRL is a process in which learners proactively regulate their cognitive, motivational, and behavioral aspects to achieve established learning goals. In the SRL model, learners do not merely receive information passively; rather, they plan learning strategies, monitor their learning progress, and evaluate the outcomes they have achieved. As Zimmerman notes, SRL involves learners actively regulating their cognitive, motivational, and behavioral aspects to reach specific learning objectives. This model places the learner as the primary subject of the learning process—one who takes responsibility for their own learning through three key stages: Forethought (planning), Performance (execution), and Self-Reflection. Through these stages, learners are expected to be able to set learning goals, monitor their progress, and evaluate the results obtained. SRL consists of three main phases: Forethought, Performance, and Self-Reflection. The Forethought phase encompasses activities related to planning and setting learning goals. The Performance phase involves the implementation of learning strategies and self-monitoring throughout the learning process. The Self-Reflection phase focuses on evaluating learning outcomes and planning improvements for future learning. According to Schunk and Greene (2018:45), strong self-regulation skills can enhance students' motivation, persistence, and learning outcomes across various fields of study. In the context of Arabic language instruction, Self-Regulated Learning (SRL) is particularly relevant to the development of Maharah Kitabah (writing skills), as the writing process requires students to plan the content of their work, select appropriate vocabulary, monitor linguistic errors, and independently carry out revisions. Consequently, the application of SRL has the potential to help

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students develop their writing skills more effectively and sustainably.

Integrating SRL into Arabic language instruction holds significant potential for improving writing skills, given that the writing process inherently demands the ability to plan content, construct sentences, identify errors, and independently revise one's own work.

Artificial Intelligence in Learning

Artificial Intelligence (AI) refers to technology that enables computer systems to emulate human cognitive abilities, such as understanding language, analyzing information, and responding to user input. In the field of education, AI has emerged as an innovation that supports the learning process by providing rapid, personalized, and adaptive feedback. According to Holmes et al. (2019:19), AI in education can help students gain a more individualized learning experience tailored to their specific needs. AI technology also facilitates independent learning through direct interaction with systems capable of providing real-time corrections, recommendations, and explanations. In Arabic language instruction, AI can be utilized to assist students in verifying the accuracy of their vocabulary, sentence structure, and grammar. Furthermore, AI can offer alternative corrections for errors identified in students' writing. Thus, the use of AI has the potential to support the implementation of SRL, as it provides students with feedback that they can use to independently monitor and evaluate their own learning process. Thus, the characteristics of Self-Regulated Learning (SRL) align with the requirements of Maharah Kitabah (writing skills) instruction, which demands active student engagement at every stage of the learning process.

Meanwhile, the advancement of digital technology has introduced various innovations applicable to education, one of which is Artificial Intelligence (AI). AI technology enables students to receive rapid, personalized feedback on their learning activities. In the context of language learning, AI can assist students by checking the accuracy of vocabulary, sentence structure, and grammar, while also offering alternative improvements for their written work. AI has the potential to serve as a learning partner that supports autonomous learning, as it can provide instant responses beyond the time constraints of classroom instruction.

Previous research indicates that SRL contributes positively to enhancing student autonomy and learning outcomes. Other studies have found that the use of AI-based technology can improve learning effectiveness by providing prompt and adaptive feedback. Nevertheless, most existing research has examined SRL and AI separately. Studies concerning the integration of SRL with AI support in Arabic language learning—specifically regarding Maharah Kitabah (writing skills) at the Madrasah Aliyah (senior high school) level—remain relatively limited. Preliminary observations at MA Miftahul Huda Cendono indicate that students still struggle to construct Arabic sentences correctly. Most students demonstrate limitations in vocabulary mastery, the application of Nahwu-Sharaf (Arabic grammar and morphology) structures, and the ability to develop ideas into written text. Furthermore, students tend to rely heavily on teacher explanations and are not yet accustomed to self-evaluating their own written work. This situation highlights the need for pedagogical innovation that not only improves learning outcomes but also fosters student autonomy in the process of learning Arabic.

The novelty of this research lies in the integration of a Self-Regulated Learning (SRL) model with the use of Artificial Intelligence (AI) as a learning assistant for Maharah Kitabah (Arabic writing skills). This integration enables students to carry out the stages of SRL more effectively through the instant feedback provided by the AI. Consequently, students not only receive assistance in correcting linguistic errors but also develop the capacity to independently manage and evaluate their own learning process.

Based on this assessment, this study aims to examine the effectiveness of an AI-assisted Self-

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Regulated Learning model in enhancing the Maharah Kitabah skills of tenth-grade students at MA Miftahul Huda Cendono. The findings are expected to contribute to the development of Arabic language learning models that are adaptive, innovative, and focused on fostering learner autonomy in the digital era.

METHOD

This study employs a quantitative approach using a quasi-experimental design—specifically, a pretest-posttest control group design. This design was selected to evaluate the effectiveness of an AI-assisted Self-Regulated Learning (SRL) model in improving students' *Maharah Kitabah*. In this design, both groups undergo a pretest to assess their baseline proficiency before the intervention. Subsequently, the experimental group receives instruction through the AI-assisted SRL model, while the control group follows a conventional, teacher-centered learning approach. Once the treatment was completed, both groups were administered a posttest to measure improvements in their Arabic writing skills. The study was conducted at MA Miftahul Huda Cendono during the even semester of the 2025/2026 academic year. The research subjects consisted of tenth-grade students selected using a purposive sampling technique—a method chosen because the selection was based on specific characteristics relevant to the research objectives. The sample comprised 30 students divided into two groups: an experimental group of 14 students and a control group of 16 students. Data collection began with a pretest administered to both groups to assess their initial proficiency. Subsequently, the experimental group underwent a treatment involving an AI-supported Self-Regulated Learning (SRL) model, structured into three phases: the "Forethought" phase, where students planned their writing goals; the "Performance" phase, where students constructed sentences using an AI application to receive feedback on sentence structure; and the "Self-Reflection" phase, where students corrected errors based on the AI's analysis. Meanwhile, the control group followed a conventional, teacher-centered approach to writing instruction, without any AI intervention. Following the treatment, both groups were given a posttest.

The research instrument consisted of a Self-Regulated Learning (Arabic writing skills) test, designed to measure students' proficiency in writing in Arabic. The test was developed based on indicators of vocabulary mastery and the ability to construct sentences in accordance with Arabic grammatical rules. Assessment was conducted using a rubric that evaluated vocabulary selection, semantic appropriateness, grammatical accuracy (Nahwu-Sharaf), sentence meaning, and the mechanics of Arabic writing. Test scores were converted into a 0–100 scale for statistical analysis. The experimental group underwent an intervention structured around three key stages of Self-Regulated Learning, integrated with the use of Artificial Intelligence (AI) as a learning assistant. The first stage, Forethought (planning), involved students setting learning goals and identifying the vocabulary required for the specific topic. The second stage, Performance (execution), involved students constructing sentences and developing Arabic texts, utilizing AI-based applications to receive feedback on vocabulary accuracy, sentence structure, and the application of Nahwu-Sharaf. The third stage, Self-Reflection, involved students evaluating their written work based on the AI-provided feedback and correcting any identified errors. Meanwhile, the control group followed a conventional Arabic writing instruction method without the assistance of AI. Data were collected through pretests and posttests administered to both groups. The resulting data were analyzed using SPSS software. Statistical analysis included descriptive statistics—specifically the mean, minimum, and maximum values, as well as the standard deviation. Additionally, an N-Gain test was conducted to determine the extent of improvement in student learning outcomes following the intervention. Prior to hypothesis testing, the data were subjected to the Shapiro–Wilk normality test and Levene's homogeneity test

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to ensure that the assumptions for parametric statistical analysis were met. Hypothesis testing was performed using an Independent Sample t-test at a significance level of 0.05 to determine whether there was a significant difference in the improvement of Self-Regulated Learning skills between the experimental and control groups.

RESULTS

1. Descriptive Findings and Results of Prerequisite Assumption Tests

The descriptive statistical analysis reveals a notable difference in learning achievement scores between the experimental group and the control group. A summary of the pretest scores, posttest scores, and the Normalized Gain (N-Gain) index is presented in the table below.

Table 1
Descriptive Statistics for *Maharah Kitabah*

Group	Pretest	Posttest	N-Gain
Experimental	63.50	87.64	0.66
Control	46.87	70.13	0.14

The results of the prerequisite assumption test for normality, conducted using the Shapiro-Wilk method via SPSS, confirm that all data are normally distributed, as the significance values are greater than 0.05. The details of the normality test statistics are presented below.

Table 2
Normality Test (Shapiro-Wilk)

Group	Statistical	df	Sig.
Exp.Pretest	0.934	14	0.342
Exp.Posttest	0.878	14	0.055
Pretest control	0.916	16	0.147
Control posttest	0.942	16	0.374

All groups are normally distributed. This is indicated by a sig. value > 0.05.

The results of the homogeneity of variance analysis, conducted using Levene's test on the group data, confirm that the variances of the research data are homogeneous, as the significance value exceeds the threshold of 0.05 (> 0.05). The complete test data are summarized as follows:

Table 4
Homogeneity Test

Learning outcomes	Levene statistic	df1	df2	sig
Based on mean	0.306	1	30	0.584
Based on median	0.385	1	30	0.540

All data groups meet the requirement for homogeneity of variance. This is indicated by a sig. value > 0.05.

2. Hypothesis Testing Regarding the Difference in Improvement of Writing Skills

First, the results of the inferential statistical analysis, using the Independent Sample t-Test formula to compare the improvement scores between the two groups, yielded a (2-tailed) significance value of 0.000. Since the significance value of 0.000 is less than 0.05, the statistical decision is to reject the null hypothesis (H0) and accept the alternative hypothesis (H1).

Second, this statistical evidence indicates a significant difference in the improvement of writing skills (*maharah kitabah*) between students in the experimental group—who were taught using an AI-assisted Self-Regulated Learning (SRL) model—and students in the control group, who received conventional instruction.

DISCUSSION

The discussion presents a scientific rationale based on the quantitative findings obtained. The data indicate that the implementation of an Artificial Intelligence (AI)-assisted Self-Regulated Learning (SRL) model is effective in enhancing

students' Arabic writing skills. From an instructional methodology perspective, this effectiveness stems from a shift in the students' role—from passive recipients of information to active learners capable of independently managing their own learning process through a three-phase self-regulation framework. Students are trained to plan, execute, and reflect upon their writing in a structured and purposeful manner.

Regarding the use of technology, AI applications serve as a catalyst, overcoming the psychological and technical barriers frequently encountered in conventional learning environments. This integration addresses the issue of limited time for teacher feedback in the classroom, as the AI system provides instant, interactive corrections for mechanical writing errors and grammatical rules (Nahwu-Sharaf). The significant improvement in scores aligns with and reinforces existing literature, which suggests that adaptive, structured digital feedback can substantially stimulate both learner autonomy and linguistic accuracy.

A key strength of this study lies in the rigor of its quantitative data analysis; all fundamental parametric assumptions were thoroughly tested and validated using SPSS software. Nevertheless, a primary limitation of this study is its sample size—the number of participants is relatively small (involving only 30 students at a single madrasah). Consequently, the generalizability of these findings to a broader population—across madrasah settings with different characteristics—is limited.

CONCLUSION

Based on the quantitative data analysis and hypothesis testing, it can be concluded that the implementation of an Artificial Intelligence (AI)-assisted Self-Regulated Learning (SRL) model is effective in enhancing the Maharah Kitabah (Arabic writing skills) of 10th-grade students at a Madrasah Aliyah. This is evidenced by a higher average post-test score in the experimental group, as well as an N-Gain index that significantly surpasses that of the control group. This integration successfully fosters learner autonomy and provides rapid corrective feedback throughout the Arabic writing process.

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