

Strengthening Students' Arabic Writing Skills Through Insyah Muwajjah in Higher Education

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ABSTRACT

Writing is an activity to actualize one's abilities and scientific specialization to the public because, from writing, one's scientific quality and discipline can be known. Writing is also a means of communication that is not limited by time and place. Writing skills need to be honed to produce relevant and valuable works. This study aims to analyze and understand the strengthening of students' writing skills through insyiah muwajjah in learning Arabic at the State Islamic Institute of Kendari. The research method uses a qualitative case study approach. Data were obtained from interviews with several faculty leaders, heads of study programs, lecturers, and students. The data analysis technique is carried out through data collection, presentation, and reduction, concluding. The results showed that; Arabic learning activities through the insyiah muwajjah approach to strengthening students' writing skills are carried out through; Brainstorming (early understanding), guided training (intensive guidance), creating a literacy climate, providing facilities and infrastructure. This study implies that lecturers can provide motivation and enthusiasm to apply writing skills supported by appropriate methods and applications to produce quality programs.

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1. INTRODUCTION

Language is used to express one's heart and thoughts towards the interlocutor. Language is the most crucial medium for humans to interact with others (Roviin, 2020; Tharaba, 2020). Language is a reality that grows and develops according to the growth and development of human language users. The reality of language in life is increasingly adding to the strength of human existence as cultural and religious beings (Hafidz, 2018; Comprehension & English, 2019). The strength of human existence as a cultural and religious being is shown, among other things, by its ability to produce great works of

science, technology, and art which cannot be separated from the roles of the language it uses (Hermawan, 2011)

Arabic is a means of communication. Humans from birth try to be able to communicate with their environment. From that was born the language of specific communities without having to deliberation first (Yanti & Afrani, 2018). Because every society gives birth to a language to communicate among them, some languages vary according to the level of organization where the language was born. Learning Arabic is still an exciting object to continue to research; this is because Arabic is a language that must be understood by followers of Islam about understanding the main religious guidelines, namely the Qur'an (Akla, 2017)

There are many heterogeneous points of view. Some view Arabic as a religious language because Arabic is seen as a tool for studying sacred Arabic texts. Some thought is learning Arabic as learning the language of Islamic science. This view is also not wrong because the majority of Islamic sciences reference Arabic. And some think that learning Arabic is learning the language. This view focuses more on how people learn Arabic as daily communication (Iswanto, 2017). But in other contexts, language can be used as a propaganda tool, even war that can harm others if language users no longer see religious and humanitarian signs in their use.

In learning Arabic in the classroom, teachers will face problems in their learning activities (Baharun, 2018). Theoretically, two problems will continue to be met by Arabic language learning: linguistic problems, often called linguistic problems, and non-linguistic or non-linguistic problems (Fahrurrozi, 2014). A further problem emerged from these two problems, namely the problem of writing skills or writing skills. In language skills, writing is one of the skills that have a very close relationship with the other three skills, namely listening skills (listening), speaking skills, and reading skills.

Maharah al-kitabah, or writing skill, is the highest skill of the four language skills. Writing is an activity that relates to thinking processes and expression skills in written form (Fajriah, 2017). The ability to write skills is one of the skills that students must master to the maximum about the student's final project or thesis in writing with scientific rules that must be met (Widyasari & Sholihahfi, 2018).

Writing skill is a communication activity carried out without being supported by voice pressure (Gundary, 2018), tone, expression, gestures, and situations, as occurs in oral communication activities (Aqad et al., 2021). However, writing proficiency is an effort to apply language skills and skills that are pretty difficult (Wahyuni & Etfita, 2019). By writing, someone will use two language skills together, namely active and productive abilities (Setiawati, 2017; Dewi, 2021). The stages of learning also require a process (Kuraedah, 2015; Etfita & Wahyuni, 2021).

Writing skills can help someone communicate and understand the storyline of the writing; this skill is one of the language skills that must be possessed and mastered by a student (Alodwa & Ibnian, 2014; Rizky & Zainil, 2021). Arabic letters themselves have several characteristics that distinguish them from Latin letters, including Arabic letters that are syllabary, not recognizing vowels because all notes are consonants. Another difference is how to write and read it from right to left. This difference is a particular problem in learning Arabic for students who only know Latin letters, like students in Indonesia in general (Effendy, 2017).

Writing is considered an activity that cannot be separated from the academic life who often carries out writing activities in the form of scientific works (Persadha, 2016; Dini, 2019; Gundary & Aprizon, 2019). Many students in the Arabic language study program at IAIN Kendari have difficulty compiling sentences, compiling words, changing penalties, connecting words, and perfecting Arabic sentences. This is marked by students' lack of interest in participating in scientific work competitions, the lack of references obtained in less supportive library services, and teaching staff who lack mastery in writing skills. The most visible problem in the Arabic language study program is when students write articles, scientific works, papers, essays, and the like; they make them carelessly and without following the standard and correct systematics of writing scientific papers.

Observing this phenomenon, the lecturers in the Arabic language study program tried to find an appropriate method to overcome these problems by using *Insya' muwajjah* to improve students'

writing skill competence. *Insya' muwajjah* is understood as making simple sentences or paragraphs with specific guidance through directions, examples, incomplete sentences, etc. Writing essays describes words or sentences structurally and how the author's ideas or thoughts are poured out systematically to convince the reader.

There are several studies on the importance of writing skills and *insya' muwajjah*. Sholihah & Suharti (2015), in their research, stated that writing skills could be said to be the most challenging language skills among other language skills. Thus, writing activities require applying reasonable writing procedures and use language effectively. According to Susanti & Asyrofi (2020), writing skills (*maharah kitabah*) are also called skills in the linguistic field that require regular practice or practice. The ability to understand the characteristics of Arabic letters is also needed in improving writing skills.

Muna (2011) says that *Insya' muwajjah* is a method that is done by making simple sentences or paragraphs through specific guidance in the form of directions, examples, incomplete sentences, and so on. Nufus (2015) explains that appropriate learning media is needed to support the success of teachers in applying *insya' muwajjah* to improve children's writing skills so that students are interested in learning Arabic. Riyadi (2016) adds that to optimize the *Insya' muwajjah* approach to enhance students' writing skills, the teacher needs to use the media of a series of interrelated images, make words that match the photos, then assemble them into appropriate sentences so that they become a form of simple paragraph essays.

Then Prihantoro (2019) emphasized that in language learning, there will be an error in writing. Therefore a supportive method is needed. *Insya' muwajjah* learning Arabic is analyzing mistakes in writing Arabic and more on the implementation side. Zulaeha (2020) said that for *insya' muwajjah* it was carried out as a medium to minimize the types of *tarkib* errors in student writing in college.

The description shows that writing skills in learning Arabic are a skill that has its difficulties. Therefore the strengthening of writing skills in the Arabic study program at IAIN Kendari must be carried out in a planned, systematic, and guided manner. This is the uniqueness and novelty of this research. The researcher tries to examine the efforts made by lecturers in the Arabic language study program to improve students' *maharatul kitabah* through *insya' muwajjah*. Of course, the methods and techniques carried out are different from some of the studies mentioned above, considering the research background, research site, geographical location, supporting facilities, and actors of this Arabic language learning activity are different, namely the learning design given to clever students.

Therefore, the researcher focuses on strengthening students' writing skills through *insya' muwajjah* in learning Arabic with a research setting in the Arabic Language Education study program IAIN Kendari.

2. METHODS

This study aims to strengthen students' writing skills through *insya' muwajjah* in learning Arabic at IAIN Kendari College. This research uses a qualitative case study approach to get an overview of strengthening students' writing skills through *insya' muwajjah* in learning Arabic at the Arabic Language Education study program at IAIN Kendari.

The data collection technique was carried out through interviews with several informants, using the purposive sampling technique, to several lecturers and students of the Arabic Language Education study program at IAIN Kendari. Then the researchers also observed and documented various Arabic learning activities that were adapted to the research theme. This is done to obtain accurate and valid information about strengthening students' writing skills through *Insha' Muwajjah* in learning Arabic at IAIN Kendari.

The data analysis technique follows the concept presented by Milles and Huberman, namely the collection of research data as a whole, followed by the reduction of research data based on the research focus. Furthermore, the researcher presents the research data and ends with the study's conclusion as a research finding.

3. FINDINGS AND DISCUSSION

The results showed that the strengthening of students' writing skills through insya' muwajjah in the Arabic Language Education study program at IAIN Kendari was as follows;

Brainstorming

Brainstorming is a technique used to find solutions to problems faced by Arabic lecturers by collecting ideas spontaneously. This technique can maximize group creativity in generating ideas and determining which ideas are most likely to be implemented successfully. The essence of brainstorming is to issue statements and discuss these ideas to solve various problems Arabic language lecturers face in the Arabic Language Education study program at IAIN Kendari. When brainstorming is done, the lecturer provides a particular session time to convey ideas and problems encountered.

This is as conveyed by IF1, who said that, before implementing the insya' muwajjah method, we held a small meeting to look for problems students face related to their literacy weaknesses. An interesting proposal is the application of insya' muwajjah, where this is used as an alternative solution to overcome student weaknesses related to defects in the writing skill aspect.

IF2 explained that when they found an idea to apply the insya' muwajjah method, especially in strengthening writing skills in Arabic language study programs, the next step was to determine a concept to use the technique. Of course, applying the new approach requires support from both the campus and students. Therefore related parties such as the Arabic language study program hold internal meetings to get help and motivation from various parties to implement this great concept.

IF4 emphasized that in the internal meeting chaired by the Head of the Arabic Language Study Program and attended by the dean of the Faculty of Tarbiyah and Teacher Training at IAIN Kendari, then lecturers in charge of teaching courses in the Arabic Language Study Program, as well as several employees of IAIN Kendari. In the discussion of the internal meeting, the consensus was found in the introduction of writing skills through the insya' muwajjah method by holding a seminar for students; this seminar discussed strengthening writing skills through the insya' muwajjah method, which is accessible and relevant by providing support that can generate optimism for students. This seminar can stimulate students to understand the concept of insya' muwajjah, which they will apply when carrying out and developing their writing skills so that students' self-confidence increases and can reduce pessimism about their writing skills.

By doing brainstorming (initial understanding) about writing skills through insya' muwajjah, it can give students confidence and foster enthusiasm in strengthening writing skills through insya' muwajjah, especially in the field of Arabic language education at IAIN Kendari.

Guided Training

In applying writing skills through the Insya' muwajjah method, maximum guided training is needed. Students can understand the stages of the way they will use in strengthening writing skills in Arabic learning. IF2 explained that there are several stages in the guided training activities in Arabic learning that are carried out by the lecturers here in improving students' writing skills, namely preparation, implementation and completion. The stages can be described as follows figure 1.



Figure 1 guided practice

First, the preparation stage. At the preparation stage, two steps must be taken by students in guided training which is guided directly by an Arabic language lecturer, namely; 1) the teacher determines the activities to be assigned, namely; make word understanding, change words, compose words as a whole, answer questions from lecturers, explain simple actions, explore sentence mixing, create a story or short story and then describe. 2) the lecturer sets the theme to be developed through assignments to students. In this case, make a short story.

As explained by IF3 in the last stage, after determining the theme of the guided training, I always give assignments to students to make an essay or short story which students can later develop according to their respective imaginations, then the student will describe their work.

The second the implementation stage. At this stage, students can implement the work they have written through the *Insya' muwajjah* method. Things that need to be done in this activity are: 1) The lecturer gives instructions to the students to form groups to facilitate the guided practice process; 2) Second, students carry out a predetermined task, namely trying to write a new short story individually; 3) the lecturer teaches and evaluates students during the activity; 4) Guided training is carried out continuously to produce maximum results.

Guided training is conducted twice a week, on Fridays and Saturdays, by lecturers in the Arabic Language Education study program at IAIN Kendari. Several types are applied in the *insya' muwajjah* method carried out by Arabic language lecturers, including: first, *muwajjah* by changing or replacing sentence elements (*al-tabdil*), then arranging words into complete sentences (*al-tartib*), then answering questions about the material (*al-ijabah*), then explains a particular activity (*al-idhah*), then a simple exposition (*عرض*), then makes a narrative story or short story (*قصه*) and the last step is described (*وصف*) in front of friends and lecturers.

The three stages of completion. The completion stage of learning Arabic through *Insya' muwajjah* is carried out by students at the Arabic Language Education study program at IAIN Kendari. They collect individual assignments given by their lecturers. The activities at this stage are; 1) students individually or in groups submit the assignment results to the teacher. In this case, it is in the form of a new short story made by students based on a predetermined theme; 2) the lecturer chooses one of the students' works to be described or delivered and discussed in class; 3) the lecturer assesses the results of the training and assignments. Then evaluate the critical deficiencies. Lecturers also give rewards to students who complete the best essays by giving satisfactory grades and providing opportunities for students to participate in writing skills competitions.

The guided training conducted by lecturers at the Arabic Language Education study program at IAIN Kendari provided separate reinforcement for students in producing better-written works, especially in applying writing skills in learning Arabic. Through this training, students can improve themselves from not understanding writing skills, and students can explore more detailed information about reasonable writing skills procedures with the guided activity.

Creation of Literature Climate

The literacy climate has been implemented since IAIN Kendari by utilizing both online and offline libraries. All students and lecturers can access the library from various study programs, including Arabic language programs.

IF3 said that creating a culture and literacy climate on this campus was very helpful for students' understanding of writing skills in learning Arabic in the Arabic Language Education Study Program at IAIN Kendari. The literacy culture that is applied can provide more insight to students in developing their writing talents. We try to prepare various books, media, and learning resources that support writing competence, coupled with this *Insya' muwajjah* approach.

In line with the above opinion, IF5 also said that providing libraries at IAIN Kendari with online and offline models could attract students and lecturers to dig up information about their writing skills. The literacy climate that develops on campus can provide positive energy in building and increasing students' imagination in writing skills.

IF6 as a student in the Arabic Language Education study program said that the literacy culture and climate that is currently booming on his campus can help him to complete his campus assignments well and be able to guide him in finding new understandings by cultivating the literacy climate which is now his priority, especially when looking for references more accurate and precise.

With the culture and literacy climate built into the Arabic language study program at IAIN Kendari, it can provide convenience for students to strengthen their understanding of writing skills by applying the insya' muwajjah method. The design of this literacy management implementation can improve and develop students' knowledge of developing their writing talent by finding references that match their essays.

Reliable Human Resources

The challenge faced by tertiary institutions is managing the human resources in it, capable of having the specified competencies to achieve common goals through the division of labor by their duties, principles, and functions. About strengthening students' writing skills through insya' muwajjah in learning Arabic, the management of educational institutions strives to continuously improve the competence of their lecturers so that they are in line with student expectations, namely the creation of quality learning by the expectations of all parties.

According to IF2, human resource management challenges are emphasized on forming pious people, having character, and having a sincere spirit. The university must lay a strong base through the character building of lecturers who have academic ethics with rational, objective, and normative characteristics. Academic ethics must be a fundamental element of morality in social, economic, political, cultural and science, and technology developments. In addition to individual responsibilities that prioritize professional competence, honesty, integrity, and objectivity, universities must be accountable to the public and respect dignity and human rights. They can be a source of reference for noble culture. Therefore IAIN Kendari is very, very careful. Be careful in choosing the lecturers who will be assigned to this campus.

IF7 said that a reliable human resource management system had been implemented since an early age in this university. This can be observed from the recruitment system carried out by universities to obtain the desired human resources, likewise with the lecturers who teach in the Arabic Language Education study program on this campus. They are the chosen people and are very professional in their fields. The same thing was also conveyed by IF4, who said that the lecturers who served in the Arabic Language Education study program at this campus had undoubtedly gone through a competency test in every field of learning taught. The lecturers assigned to this activity are indeed lecturers who are competent in their areas, including their expertise in writing creative and innovative works so that students can follow them.

This shows that the quality of human resources is crucial to the success of learning objectives, especially in strengthening students' writing skills through Insya' muwajjah in learning Arabic. Students will undoubtedly be more challenged and motivated when the supervisor is very professional and manages Arabic learning well, especially in writing literacy. Lecturers who are competent in their fields will obtain significant results according to the aims and objectives designed. Lecturers will also be role models or *uswah* for students who gain various aspects, including writing skills.

Provision of Facilities and Infrastructure

Facilities are equipment that is used directly in learning activities. Meanwhile, infrastructure is understood as supporting facilities and is generally a facility such as buildings and rooms. In strengthening students' writing skills through Insya' muwajjah, the institution adequately provides these facilities and infrastructure to meet the various needs of lecturers and students.

IF1 said that the most needed facilities in strengthening writing skills were through the insya' muwajjah method, namely reference books and a wifi network in the library room that students could use in writing skill activities. Alhamdulillah, all the supporting facilities are there and can be enjoyed by lecturers and students to strengthen writing skills through insya' muwajjah can run well.

IF4 added that the facilities and infrastructure to support writing skill strengthening activities through insya' muwajjah are sufficient, such as language laboratories, wifi, online and offline libraries, a comfortable classroom atmosphere, and a supportive environment to provide motivation and inspiration for students. Students to continue to hone their writing skills well.

The informant's statement means that the university provides solid support for creating effective and efficient learning through various efforts, one of which is providing adequate learning facilities and infrastructure. The leadership fulfils diverse needs desired by lecturers and students in learning Arabic at IAIN Kendari to achieve the desired target. Higher education leaders know that external motivation in learning, such as the completeness of learning facilities and infrastructure, is a determining aspect for achieving learning objectives. Likewise, it is related to strengthening students' writing skills through Insya' muwajjah, where various needs must be adequately met to achieve the desired target.

Based on the research findings mentioned above, it can be understood that the strengthening of students' writing skills through insya' muwajjah is carried out in a planned and systematic manner, starting from brainstorming activities, guided training, creation of literature climate, reliable human resources and provision of facilities and infrastructure.

Brainstorming conducted by the Arabic Language Education study program is theoretically understood as a technique in exploring as many ideas or opinions as possible on a theme or problem. Through brainstorming, ideas will find solutions that can further increase interest and learning outcomes (Wardani, 2016). Someone brainstorms by asking problem questions that someone can answer or express opinions to develop into a new problem. It can also be interpreted as getting lots of ideas from human groups in a brief time (Hanny, 2020). In this process, a person's thinking process is highly required to realize his creative potential to be actively involved in issuing opinions (Karim, 2017).

Using this technique is to drain out what people think in responding to problems raised by other people in the forum. In using this method, the task of the forum leader is to provide problems that can stimulate forum participants so that they respond. The forum leader may not comment that the forum participant's opinion is wrong or correct and does not need to be concluded; the forum leader only accommodates all participant opinion statements so that participants in the class will express their opinion.

The guided training method applied in this activity aims to instil certain habits to maintain good habits. It is also used to gain talent, opportunity, and skills by providing continuous and systematic assistance to solve problems. The problems he faces to achieve are the skills to understand himself, the skills to accept himself, the skills to direct himself, and the skills to realize himself by achieving adjustment to the environment, both within the family, school and community. Because before learning activities are carried out, the supervisor is also required to prepare complete and systematic material to be delivered to students so that the guidance training process is quickly delivered (Zamroni et al., 2021).

Guidance and direction are carried out by an expert and competent in their field. The guided training method used in the learning process will create conditions for active students. In the learning process, students are trained to be more thorough and careful in producing a written work in short stories. In this case, students are indirectly taught by the teacher to adjust the contents of the temporary report with a predetermined theme into the essay to be written so that there will be a match between the range of the short story and the music.

Furthermore, the teacher will find it easier to assess his students' work by looking at the suitability between the contents of the short story and the theme. In using this method, the teacher must be careful because the results of a guided practice will be embedded and become a habit. In addition to instilling habits, this driven exercise model can also increase speed, accuracy, and perfection in doing something and can also be used to repeat the material that has been studied. Guidance is the assistance of a person, both male and female, who is well trained and has a good personality and education to a person of all

ages to help him organize his activities, make his own decisions, and bear his burdens (Nanggolan, 2012).

The guided practice method has an essential function in writing short stories. Through this process, students are given directed assistance from the teacher to improve students' sharp story writing skills. Guidance activity is not an activity that is carried out by chance, incidentally, from time to time, unintentionally or casually. Still, activity is systematically, intentionally, planned, continuously, and directed at a goal. Each guidance activity is a continuous activity, meaning that it is always constantly followed and actively to the extent that the individual has succeeded in achieving his goals and adjustment (Sianturi, 2012).

Low reading interest is one of the causes of lack of insight for students. Those who do not cultivate reading habits and react quickly without considering things reflect people who do not have good information literacy. To become a person with good information literacy, it is necessary to get used to reading. If reading is ingrained, the next step is forming a character who likes to read and has a good reading culture. Literacy activities that include thinking skills using knowledge sources in print, visual, digital, and auditory can inform the worldwide through the books they read (Effendy et al., 2016).

Cultivating literacy in the world of special education intended in the author's thinking is visual literacy to increase the student's appreciation of the student's work to achieve the quality of learning reflected in a process. So, it is necessary to encourage understanding and activities about reading and to write culture (Rizqiyah, 2020).. Humans are not dependent on literacy as a benchmark in assessing one's abilities and competencies, so in the end, there is ability or mastery of specific fields. Among one form of literacy that has a significant influence on various terms for discussion regarding several types of literacy which are better understood as an assessment of one's abilities and competencies, in the end, there are multiple words for discussion regarding various kinds of literacy which are better understood as an ability or skill—mastery of a particular field. One of the forms of literacy that significantly influences human interaction with the environment is visual literacy (Setiawan & Khamadi, 2019).

Educational facilities and infrastructure are some of the educational resources that have an essential role because they can improve the arrangement of educational facilities and infrastructure to contribute optimally to the course of the education process (Pusvitasari & Sukur, 2020). Facilities are supporting tools that have a vital role in the world of education; this role is intended to keep the learning process to be of higher quality (Rusdi, 2018), where education facilities include: school buildings, study tables, chairs, and other tools (Marmoah et al., 2019). Meanwhile, infrastructure in education has school facilities that are felt indirectly but contribute to the learning process, including the location of education, and can be utilized by education actors (Andriesgo et al., 2020; Trivinasari, 2020).

Standards for school facilities and infrastructure are part of a policy to improve and improve essential services and the quality of education. Good management of facilities will provide facilities and support students' enthusiasm in using campus facilities. With well-managed educational facilities and infrastructure, it is expected to be able to prepare all needs for the achievement of good and productive quality of learning services and satisfy consumers (students). Student satisfaction is a student's positive attitude towards the benefits of higher education institutions because there is a match between the expectations of the service compared to the reality he receives. If the performance is below expectations, the customer will be disappointed. If performance matches expectations, customers will be satisfied. Meanwhile, if the performance exceeds expectations, the customer will be delighted. Customer expectations will be influenced by past experiences, comments from relatives, and competitors' promises and information (Sopiatin, 2010).

CONCLUSION

From the research results, it can be concluded that strengthening writing skills through the application of insya' muwajjah in learning Arabic at the Arabic Language Education Study Program at IAIN Kendari is a way for lecturers to be able to stimulate students in the aspect of writing skills which is carried out in a planned and systematic manner through several practical steps. By applying the

insya' muwajjah method to strengthening writing skills at the Arabic Language Education Study Program IAIN Kendari, it can provide inspiration and motivation for students to hone their writing skills further.

Of course, the results of this study cannot be implemented at all levels of education because this is a limitation of this study, so further research is needed. This method cannot be generalized to all Arabic language learning at all levels of higher education because the nature of each case is different in the field and must be adapted to the state of the university. This allows further researchers to study and research the exact issue but on various characteristics.

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