

**IMPROVING WRITING SKILL  
FOR ISLAMIC EDUCATION STUDENT OF IAIN PURWOKERTO:  
A CASE STUDY IN AN NAJAH ISLAMIC BOARDING SCHOOL  
FOR HIGHER STUDENT PURWOKERTO**



**THESIS**

**Presented to Faculty of Tarbiya and Teacher Training, State Institute on  
Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for  
Undergraduate Degree in Islamic Education**

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PURWOKERTO  
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**Improving Writing Skill for Islamic Education Student of IAIN Purwokerto:  
A Case Study in An Najah Islamic Boarding School for Higher Student  
Purwokerto**

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**ABSTRACT**

A teacher need to be able to write because as supporting element for implementing it in the learning activities which has been targeted. Moreover, teachers also need to do research to improve the professionalism as a teacher. But right now, the culture of writing scientific papers among teachers remains low. This is consistent with the statement of Sugijanto, Head of Books in National Education Ministry says that teachers who could write no more than 1%. The indicators are participants in the writing books contest at the Center of Books in 2009 only 818 participants, whereas the number of teachers in Indonesia amounted to approximately 2.7 million teachers. Many efforts have been made by government to encourage the spirit of the teacher in writing, as do the training of scientific writings, because the ability to write it needs to be given to the teacher. But, it was not enough. If they had done the training but do not directly apply, then training is something useless, especially when training because of forcing, so it's need habituation for teachers to write. If the habituation of writing has done before becoming a teacher, the teacher candidates become accustomed to writing early on as performed by An Najah Islamic Boarding School for Higher Student Purwokerto.

The issue that will be answered in this research is how the committees of An Najah Islamic Boarding School for Higher Student Purwokerto improve writing skill of Islamic education student of IAIN Purwokerto who has being *santri* there?

This research can be categorized as field research. And the strategy is cross sectional study case. And the characteristic of this research is descriptive. The object are all of activity which belong to writing skill improvement there while the subjects are *santri* (student) and *ustadz* (teacher) which will be developed by snowball sampling. The technic of collecting data uses observation, interview, and documentation and used Miles and Huberman data analysis methods. For checking the validity of data, it uses triangulation.

This study shows that there are two program for improving writing skill of Islamic Education *santri*, namely main program and supported program. *Ngaji Kepenulisan* (Writing Study Religion) and Pondok Pena Activities belong to the main program. The supported programs are the caretaker's model, motivation from the caretaker, in curriculum, newsletter, Pesma An Najah Press, wall magazine, An Najah Bookstore, and National Writing Competition in *Pesantren Menulis* Event.

Keywords: improve, writing skill, teacher, Islamic Education, and *santri*.

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**IAIN PURWOKERTO**

## CHAPTER I

### INTRODUCTION

#### **A. Background of The Problem**

Teacher is an important component in an educational institution, because of that a teacher is required to have various competencies. The competencies are pedagogical competence, social competence, personal competence and professional competence. Nurfuadi said that based on Statutes of National Education System No. 20 of 2003, in article 10 described that teacher competence covers, (1) the pedagogic competence is the ability to manage the learning of students; (2) personal competence is the ability of a stable personality and noble, wise, and authoritative and become role models for the students; (3) social competence is the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and (4) the ability to master professional competence is broad and deep learning acquired through professional education.<sup>1</sup>

Competence is a necessity that must be owned by a teacher to be able to carry out the task of their profession as a professional teacher. One of the form of competence and professionalism of a teacher is the master studies in the field of curriculum materials and material enrichment which support

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<sup>1</sup> Nurfuadi, *Profesionalisme Guru*, (Purwokerto: STAIN Purwokerto Press, 2012), p. 71-72.

areas of study.<sup>2</sup> It has same meaning that a teacher must master the subject which broad and deep, so the learning objectives can be realized well.

More on the professional competence of teachers, in Permendiknas 35/2010, professional competence is broken down into two mastery of the material, structure, concepts and patterns of thought and scientific support of teaching subjects; developing professionalism through reflective action.<sup>3</sup> Teacher must update their knowledge due to rapid technological developments such as today. Student will more quickly grasp new things, and then the teacher should also be more than the student if want to be said as a professional teacher.

How to master the material and update knowledge, teacher can perform a variety of ways, one of them is writing, as stated by M. Hashim Ash'ari in his book *Adabul 'alim wal Muta'alim* in the twentieth ethics of the fifth chapter which state that the ethics of an *'alim* is taking the most time for writing activities; compose or compiler of the *book*). It is very important to be done by *'alim* because it will further hone their intellectual acumen and maturity.<sup>4</sup> If we connect with the current state, the *'alim* is a teacher, write a *kitab* was to write a book. Thus, a teacher should set up a book or a module in order to develop professional competence.

Books and modules that have been made by teacher is a guide which used for teaching in the classroom, and then the material should be adapted

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<sup>2</sup> Nurfuadi, *Profesionalisme Guru...*, p. 99.

<sup>3</sup> Imas Kurniasih, *Bukan Guru Biasa*, (t.tp.: Arta Pustaka, 2012), p. 7.

<sup>4</sup> مكتبة التراث الاسلامي : جومباغ) اداب العالم والمتعلم, هشيم اشعري (١٤١٥), p. 69.

to the circumstances and the needs of students, so the teachers themselves who compiled the book instead of using other people's books as happens in most schools today. Teachers write their own guidebook because teachers themselves who know the circumstances and the needs of the class. So that the materials are appropriate with the target because it has adapted from the circumstances and the needs of the class. If the teachers have been able to do it, so they can be said professional teacher. Because mastering the material by write book. Someone who write book must be master what they write. If the teachers write about the subject whom they handle, so they will master its material. If the teachers master the material, so the learning process will run optimally.

Writing is also needed for increase the degree of civil servant, especially teacher. If teacher want to increase the degree, so they must write scientific writing. According to theory, someone who has higher degree will have higher professionalism also. They will be more optimal in holding good learning process. Good learning will earn good output as making knowledgeable, well-mannered, good character student; something that being emphasized todays. It will be reached indirectly if the teacher able to write.

How important the teacher to be able to write because as supporting element for implementing it in the learning activities which has been targeted. Moreover, teachers also need to do research to improve the professionalism as a teacher. But right now, the culture of writing scientific



papers among teachers remains low. This is consistent with the statement of Sugijanto, Head of Books in National Education Ministry says that teachers who could write no more than 1%. The indicators are participants in the writing books contest at the Center of Books in 2009 only 818 participants, whereas the number of teachers in Indonesia amounted to approximately 2.7 million teachers. In this case the government has been trying to motivate teachers to write through the provision of credit scoring for their grade, but apparently it is not enough to motivate the teacher to write.<sup>5</sup>

Writing is also needed for Islamic Education Teacher because they will be a public figure. Islamic Education Teacher is assumed as someone who qualified in religious teaching by society. Moreover *santri*, they are expected to spread their religious capability to society. They will be prominent person of religion there. For conveying religious teaching, they don't only use verbal way, because it is easy to forget. So, it's a must if they convey it by writing in order to give good knowledge to the next generation by physics document. As we know, in line with the running of time and the development of technology, the life will also change. Moral will change to be bad if we can't behave the change of time wisely. Moreover our descendant who will be our future generation we have to keep it in order to always have good morality. One of the ways is by writing.

In the present day, we can know Qur'an because it was written in the paper. Qur'an is Muslim guidebook. If Qur'an wasn't written, so we don't

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<sup>5</sup> T.p., *Hambatan Bagi Guru Sekolah Dasar dalam Menulis Karya Tulis Ilmiah di Kecamatan Kebasen Kabupaten Banyumas*, <http://eprints.uny.ac.id/7764/2/bab%201%20-%2008108249112.pdf>, accessed on Monday, 5<sup>th</sup> October, 2015.

know Islam guidance until right now. Only someone who has good memory and high intelligent as like earliest Islamic scholar who know about it. It has the same case with hadith which was written. It can be exist until now because of writing process.

As I stated before, writing is really important for teacher, especially Islamic Education teacher. Many efforts have been made by government to encourage the spirit of the teacher in writing, as do the training of scientific writings, because the ability to write it needs to be given to the teacher. But, it was not enough. If they had done the training but do not directly apply, then training is something useless, especially when training because of forcing, so it's need habituation for teachers to write. If the habituation of writing has done before becoming a teacher, the teacher candidates become accustomed to writing early on as performed by An Najah Islamic Boarding School for Higher Student Purwokerto (further the researcher abbreviated it as "An Najah") . This Islamic boarding school has the writing habituation for *santri* and makes it as a main skill. *Santri* in An Najah are not only equipped religious knowledge but also general scientific as like writing.<sup>6</sup> The activities which support writing habituation for *santri* are writing subject in the curriculum, writing community, publication and others.

Emphasize in writing became the unique thing because as we all know that general Islamic boarding school only emphasize on Islamic studies without trained how to write. "Pesantren Kepenulisan" or Writing Boarding

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<sup>6</sup> Preliminary Research on Sunday, 27<sup>th</sup> of September, 2015 at 10.30 a.m.

is the label at An Najah. It becomes a spirit for the students to be able to write, because writing is also a provision to be a professional teacher. Moreover, most students of An Najah take teacher studies concentration. Evidenced by 130 students from 275 students have teacher majority. Especially Islamic Education Students who have being *santri* there, they really need the ability to write as a provision to be educators later. Islamic Education subject right now which is nothing innovation in method, learning sources, and media will disappear if teacher can make innovation by writing. They will be able to make own guidebook which proper with condition of the class and also can make scientific writing.

Someone who is able to write because have writing skill. Writing skill can be reached from everywhere, as like lecturing, training, sharing, autodidact and others. An Najah gives facilities to *santri* for increasing their writing skill. So this research described how the committees of the boarding improve *santri*'s writing skill especially Islamic Education student of IAIN Purwokerto who have being *santri* there.

## **B. Operational Definition**

In this study, researcher defined operationally in order to avoid misunderstanding of terms contained in the title was taken, the operational definition are as follows.

## 1. Improving Writing Skill

Improving is developing or advancing something to an object.<sup>7</sup>

Writing is a form of communication activities which delivering messages (information) in writing to the other party using the written language as a tool or medium.<sup>8</sup> Skill is a capability of someone for doing something.<sup>9</sup> Improving writing skill in this study is defined by advance process for developing the capability in writing of Islamic Education Student of IAIN Purwokerto who has being *santri* in An Najah Islamic Boarding School for Higher Student Purwokerto.

## 2. Islamic Education Student

Islamic Education is a conscious effort which done by teacher in order to prepare the student for believing, understanding, and doing Islamic teaching by guiding activity, teaching, or training which has been decided for reaching the determined goal. In school, Islamic Education is one of subject which has to be taken. Student is someone who studying in the university. Islamic Education Student here means *santri* of An Najah Islamic Boarding School for Higher Student Puwokerto who studying in IAIN Purwokerto and take Islamic Education concentration. And then the term *santri* is only found in the

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<sup>7</sup> Kamus Besar Bahasa Indonesia (offline) aplication.

<sup>8</sup> Dalman, *Keterampilan Menulis*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 3.

<sup>9</sup> Kamus Besar...

Islamic boarding school as embodiments of the learners who thirst for knowledge possessed by the *Kyai* who lead a boarding school.<sup>10</sup>

From operational definition of each terms above, it can be conclude that the research describe how the committees of An Najah Islamic Boarding School for Higher Student Purwokerto improve the writing skill of Islamic education student of IAIN Purwokerto who have being *santri* there.

### **C. Problem Statement**

From the description in the background of the problem above, the researcher proposed the following issue: How the committees of An Najah Islamic Boarding School for Higher Student Purwokerto improve writing skill of Islamic education student of IAIN Purwokerto who has being *santri* there?

### **D. Objective and Significance of the Research**

#### **1. Objective of the Research**

This research has an aim to describe how to improving writing skill for Islamic education student of IAIN Puwokerto who have being *santri* in An Najah Islamic Boarding School for Higher Student Purwokerto.

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<sup>10</sup> Zamakhsyari Dhofier, *Tradisi Pesantren: Studi tentang Pandangan Hidup Kyai*, (Jakarta: LP3ES, 1994), p. 51.

## 2. Significances of the Research

The study which the researcher does hopefully can be useful for the researcher, and for the readers or other parties which concerned. It can be broken down into the benefits of theoretical and practical benefits such as follows.

### a. Theoretical Benefit

This research is closely related to the study of the Professional Competence of Teacher. Therefore, this study is expected to be a bridge theory this study with actual practice in improving the professionalism of teachers through writing.

### b. Practical Benefit

- 1) For the researcher, this study is expected to provide more knowledge on how to improve the professionalism of teachers through writing and can apply it in real life if be a teacher someday.
- 2) For further research, this study can be used as a reference in the literature review.
- 3) For teachers, from this study is an expected teacher can has a reference for improving professionalism by writing.
- 4) For *santri*, this study can be used as motivation for *santri* in their studies so they have spirit in writing as one of way to look for knowledge

- 5) For society, this research can be a way to build the awareness that writing is important and has many benefits.

## **E. Literature Review**

The finding of literature review is based on the ability of researcher to reach out studies related to this research. So that researcher can learn some related research and it can be able to help the researcher as an additional reference in the arrangement of the study. Researches which analyzes about Professional Competence of Teachers and Implementation of Writing Skill are the researches that researcher used as material in literature review.

Research on the professional competence of teachers has been done by Didi Wibowoseno. From the results of research on the professional competence of teachers clumps of Islamic Religious Education at MTs Model Purwokerto which includes five sub professional competence according to Decree No. 16, 2007 through a questionnaire showed that 100% or 8 teachers have competent categories (average score of 3.1 to 4.0).<sup>11</sup>

Research on the professional competence of teachers has also been made by Apri Rimawati. The results showed that efforts to increase the professionalism of teachers in MTs Al-Ishlah Wringinharjo Gandrungmangu Cilacap done by following three program activities, namely in-service education, in-service training, and on-service training. Of

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<sup>11</sup> Didi Wibowoseno, *Kompetensi Profesional Rumpun Guru Pendidikan Agama Islam di MTs Negeri Model Purwokerto*, Undergraduate Thesis, STAIN Purwokerto, 2012.

all types of activities, the activities of which the most preferred are the types of activities in-service training and on-service training activities.<sup>12</sup>

Research on professional development of teachers also performed by Jimmi Copriady. The results showed that the expansion of the teaching process through Lesson Study program can be used as a program for teachers' professional development. There are significant differences among the perspectives of teachers teaching different subjects about Lesson Study. However, all teachers showed good perception in relation to the implementation of Lesson Study. It is proposed that Lesson Study is used as an alternative approach to solve the problems that the teachers are facing in the implementation of teaching and learning.<sup>13</sup>

The next research is about implementation writing activity which done by Imam Asyahari Murtadlo. The research result said that the background of writing-skill education in Islamic Boarding School Hasyim Asy'ari Yogyakarta was begun from educator and author soul of K.H. Zaenal Arifin Toha who build the initiative to improve his knowledge and continue to young generation, especially student. Generally, the condition of Islamic boarding school which rather isn't responsive and adaptive to the running of time, it's also the background. Practically method is the method which implemented in this boarding. The learning system tends to informal with personal approach as like guide and motivation. And it uses cultural

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<sup>12</sup> Apri Rimawati, *Peningkatan Profesionalitas Guru di MTs Al-Ishlah Wrininharjo Gandrungmangu Cilacap*, Undergraduate Thesis, STAIN Purwokerto, 2013.

<sup>13</sup> Jimmi Copriady, *The Implementation of Lesson Study Programme for Developing Professionalism in Teaching Profession*, Faculty of Education, University of Riau, 2013. (Asian Social Science Journal, Vol. 9, No. 12; 2013).



approach which done by making conducive situation for writing activity in Islamic boarding school area.<sup>14</sup>

The research about improving writing skill also has been performed by Alfian Ihsan. The result of the study indicated that there was a significant improvement in students' ability in writing procedure text after the implementation of video in teaching and learning process. The result of the test showed that the average score was 53.54 in pre-test, 68.23 in post-test 1, 76.72 in post test 2. The score indicated that there was improvement 27.43% from pre-test to post test 1, and 12,44% from post test 1 to post test 2. The observation result indicated that students' activity improved 30.23% from cycle 1 to cycle 2. The questionnaire also showed that students had positive response about teaching writing using video. It was indicated from the average score of questionnaire which was 4.21.<sup>15</sup>

Viewed from studies about the professional competence of teachers that have been carried over, the whole are different from research that researcher do, because there are no talks about improving the professional competence of teachers by writing. Overall make teachers as a research object. However, the researcher did the study makes *santri* of Islamic education student as a research object. And then the research which has reviewed by Imam Asyahari Murtadlo and Alfian Ihsan is about writing skill. This research rather same with the researcher do because talk about

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<sup>14</sup> Imam Asyahari Murtadlo, *Pendidikan Keterampilan Tulis-Menulis di Pesantren Mahasiswa Hasyim Asy'ari Yogyakarta*, Master's Thesis, IAIN Walisongo, 2010.

<sup>15</sup> Alfian Ihsan, *Improving Students Ability in Writing Procedure Text Using Video (A Classroom Action Research on Grade VII B Students of SMPN 1 Sokaraja in Academic Year 2012/2013)*, Undergraduate Thesis, Muhammadiyah University of Purwokerto, 2013.

writing skill especially the research which done by Imam Asyahari Murdadlo. The differences are in the place and the object of the research.

#### **F. Structure of the Study**

Writing in the study the researcher did is divided into three parts, namely the beginning part, contents part, and the final part. The beginning part consists of the Title Page, Page Statement of Authenticity, Supervisor Department Memorandum Page, Endorsement Page, Dedication, Motto, Foreword, Table of Contents, List of Tables, List of Picture and Abstract.

The second part is the part of the contents; this part is the content of the study the researcher did. In the second part of this research will divide into several chapters, the first chapter contain the introduction. This chapter is a methodological introduction to systematically understand the material in subsequent chapters. In Chapter I will explain the Background of the Problem, Operational Definitions, Problem Statements, Objectives and Significance of Research, Literature Review, and Structure of the Study.

Next is Chapter II, which will discuss the theoretical basis of the Improving Writing Skill which includes the discourse about theoretical framework of writing skill, how improving writing skill and also about several factors which influent writing skill improvement. Writing then proceeds with Chapter III which discusses The Research Method.

After making descriptive efforts in Chapter III, the study continued with Chapter IV which is about data display in the general description of An

Najah Islamic Boarding School for Higher Student Purwokerto and the result of the research and also the analysis of the research data that researcher get on the field. Furthermore, the writing will end with Chapter V contains conclusions, suggestions and closing remarks. Conclusions will be given of what researchers describe and analyze the previous chapters. While the suggestion is thought of researcher for An Najah Islamic Boarding School for Higher Student Purwokerto on the development of professional competence of teachers through writing. In the last section in this paper will contain a bibliography, appendix and curriculum vitae of researcher.



**IAIN PURWOKERTO**

## CHAPTER V

### CLOSING

#### A. Conclusion

After done the analysis of the data which was gotten from the field about how the committee of An Najah Islamic Boarding School for Higher Student Purwokerto to improve the writing skill of Islamic Education *santri* there, there are some result which show how the programs are. There are two program, the namely main program and supported program. *Ngaji Kepenulisan* (Writing Study Religion) and Pondok Pena Activities belong to the main program. The supported programs are the caretaker's model, motivation from the caretaker, in curriculum, newsletter, Pema An Najah Press, wall magazine, An Najah Bookstore, National Writing Competition in *Pesantren Menulis* Event, and reading and listening activity.

There are methods for improving writing skill in An Najah, namely lecturing, tutorial, direct practice, question and answer, assignment, and feedback method which specify to teacher feedback in *Ngaji Kepenulisan* which is an obligatory for all of *santri* to join. And then the optional program, Pondok Pena Activities uses feedback also which specify into peer feedback, especially Multiple Audience Random Peer Feedback (MARPF). These methods are effective to improve the *santri*'s writing skill. Because the author can know the weakness of the writing which can revise by the author to be better.

Many factor that influent the writing skill improvement program, such as intern factors which include physical factors and exhaustion factor. Physical factors include health factor, physical handicap, psychological factors, intelligence, attention, interest, aptitude, motive, maturity, and readiness. And then extern factors, teaching method, curriculum, teacher-student relation, student-student relation, lesson tools, school time, subject is up of standard, building condition, learning method, and homework. The most influent factor is big motivation which continued by action.

To know the writing skill improvement program is success, it can be seen from the result. If still being *santri* in An Najah, Islamic Education *santri* is productive in writing activity and for the alumnae, the program can be said as success program if they also active in writing. And if they have been a teacher, they can apply their writing skill for innovating Islamic Education learning by compile own reference books for the instructional activity.

## **B. Suggestion**

Seeing the result of the research and the condition of the field, the researcher suggests some suggestion to the *ustadz*, *santri* and next reseacher which explained below.

1. For The *Ustadz*

In the *Ngaji Kepenulisan*, the *ustadz* have used interesting writing method for attract *santri*, but the *ustadz* are hoped to add more interesting methods to attract *santri*. Because there *santri* who are still no participation in submitting their works to *ustadz*.

2. For The *Santri*

*Santri* are hoped to have big motivation to improve the writing skill by submitting their writing to mass media. Because, it will increase their motivation in writing if their writing is published. Especially for Islamic Education *santri*, it is a form of obedient to the caretaker if *santri* improve the writing skill.

3. For The Next Reseacher

The next reseachers is hoped to complete this research. Because it is not all Islamic Education *santri* are interviewed by the reseacher. The causes is technical problems as like the limit of time and the *santri* activities which are many whereas the writing skill improvement phenomenon in An Najah is something interesting to be studied. And the result of this research can be first guide for the next reseacher to do next research.

**C. Closing Remark**

As a human, the researcher also have mistaken in every single part in life. So, if in this research there are much mistakes, the research ask

apologize to the institution and reader. And the critique and suggestion of reader are open freely for the researcher.

Purwokerto, 26<sup>th</sup> of June, 2016

The Researcher,

A handwritten signature in black ink, appearing to be 'Faizah Nur Atika', written in a cursive style.

Faizah Nur Atika  
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