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Improving Writing Skill for Islamic Education Teacher

Faizah Nur Atika

State Institute on Islamic Studies Purwokerto, Indonesia

faizna84@gmail.com

Abstract: A teacher should be able to write as supporting element in learning activities implementation. 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. Many efforts have been made by government to encourage the spirit of the teacher in writing as like training, but it was not enough if they follow a training without directly applying it. Therefore, a habituation to write as early as possible is needed before someone becomes a teacher. This kind of habituation is performed by An Najah Islamic Boarding School for Higher Student Purwokerto. Students will be accustomed to writing as early as they can. This research can be categorized as field research while the strategy is cross sectional study case. The object are all of activity which belong to writing skill improvement there while the subjects are *santri* (student) and *ustadz* (teacher). The technic of collecting data uses observation, interview, and documentation and used Miles and Huberman data analysis methods. This study shows that there are two programs for improving writing skill of Islamic Education santri, namely main program and supported program.

Keywords: *improve, writing skill, teacher*

A. Introduction

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 (2012) 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.

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 areas of study (Nurfuadi, 2012). 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 (Kurniasih, 2012, p.7). 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 Ash'ari (1415) 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. 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 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 today's. 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.

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 know Islam guidance until right now. Someone who has good memory and high intelligent who can understand it . 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. 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 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 has being *santri* there.

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. The study which the researcher does hopefully can be useful for the

researcher, and for the readers or other parties which concerned.

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. 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. For further research, this study can be used as a reference in the literature review. For teachers, from this study is an expected teacher can has a reference for improving professionalism by writing. 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. For society, this research can be a way to build the awareness that writing is important and has many benefits.

B. Methods

The research method is used for collecting data from the field. Then, the data is processed in data analysis, so it will produce the conclusion. The parts of research method are explained below.

1. Type and Characteristic of the Research

Views from its type, this research can be categorized as field research, which is a research focus of study lies in the field data. Field data of the research is the information from An Najah Islamic Boarding School for Higher Student Purwokerto side. The data is taken by observation, interview, and documentation in the field. The research also used strategy. The strategy is cross sectional study case. Study case is deeply study about individual and has long-term time period. And then, cross sectional study case means short study but reach broader population. Study case in An Najah here means the researcher study deeply the writing skill improvement activities which

run there but didn't only study the individual, but also other person are followed to be researched in short-time period.

The characteristic of this research is descriptive. Descriptive means that the research will elaborate on how to improving writing skill of Islamic Education Student of IAIN Purwokerto who have being *santri* in An Najah Islamic Boarding School for Higher Student Purwokerto.

2. Time and Location of the Research

The study is conducted in An Najah Islamic Boarding School for Higher Student Purwokerto located at Mohamad Besar Street, Kutasari, Baturaden Sub-District, Banyumas District, and Central Java Province. The research has begun to be conducted in 2nd of December, 2015 until 30th of June, 2016. Researcher makes this Islamic boarding school as the study place because there are problems that need to be investigated which is why Islamic boarding were usually only discuss about Islamic studies course but in An Najah, *santri* were given another skill as like writing.

The main problem solving which dig in this research in An Najah is how the writing skill improvement of *santri* done especially *santri* who have Islamic Education Study Program in IAIN Purwokerto. Right now, a teacher has to can to write for developing professional competence. One of the way is making module or own book for their guide in the class. If the teacher has been able to do that, it can be said that they have been professional because mastering what they written in the book. Someone who writes the book, he must master what he written. If teacher write about material which they teach, so they master the lesson. If teacher master the lesson, so the instructional process will run optimally. The material will be delivered well to student.

3. Objects and Subjects of the Research

Considering that the research included in field research, the main data that

researcher used is the observation of the writing activities in An Najah Islamic Boarding School for Higher Student Purwokerto, interview result with the leader, comitee, santri, and Islamic education student of IAIN Purwokerto who have being santri in An Najah and also written documents that comes from these institutions. And secondary data will be researcher used is literature that discussed about writing skill and several factor which influent writing skill improvement. And then, object and subject of the research are explained below.

a. Objects of the Research

The objects of the research are process of writing skill improvement of Islamic Education Student of IAIN Purwokerto which have being santri in An Najah Islamic Boarding School for Higher Student Purwokerto.

b. Subjects of the Research

The subjects of the research are detailed into some parts as like below.

1) Santri of An Najah Islamic Boarding School for Higher Student Purwokerto

From santri, the researcher gets information about what factors that influent the writing skill improvement program which is done in An Najah and also factors which influent them.

2) Ustadz of Writing Study Religion

From ustadz, the researcher gets information about the writing skill improvement program itself. And then it specifies into why they used the certain strategy for the program and also what the factor that influent it.

In the first time, the subject is still general these are two subjects; santri and ustadz. But, researcher develops it by snowball sampling technic for cross checking the truth

of the result. Snowball sampling is sample technic by determining the small number first and then it will be bigger number. In determining the sample, the first is chose one or two persons. But, because by two persons haven't felt complete with the given data, so researcher looks for other person to complete the data and cross check.

By using snowball sampling, the developed samples are caretaker of An Najah, Islamic Education santri, alumnae of An Najah who have Islamic Education Major and curriculum maker.

4. Technique of Collecting Data

In the collecting the data, researcher will use three methods: observation, interviews and documentation.

a. Observation

Observation methods used to obtain an overview of the various things that have not been many researchers know, of whom are all activities related to writing activities in An Najah Islamic Boarding School for Higher Student Purwokerto.

b. Interview

Then the interview method will be used as the primary method in seeking information about writing activities there and as digger's information on how to embed the writing culture in An Najah Islamic Boarding School for Higher Student Purwokerto. The mechanism of interview is structured interview, the researcher before interviewing has made arrangement of questions in advance. The interview model which is taken has the aim for making the interview more directed, so the data which is obtained is proper with what is expected.

c. Documentation

The method of documentation will be researchers use to document any

data, whether in the form of text, images and sound recordings from the research process in An Najah Islamic Boarding School for Higher Student Purwokerto.

5. Technique of Analyzing Data

In this study, researchers will use the Miles and Huberman data analysis methods. This model has three steps, namely Data Reduction, Data Display (Data Presentation), and Conclusion Drawing.

a. Data Reduction

The reduction of data means that the data obtained from the field summarized, selected basic things, focused on important data, find the themes and the patterns, and disposing of unnecessary data. Thus, the reduced data will provide a clearer reflection, and make easier the researcher to conduct further data collection.

b. Data Display

The presentation of data that is done after the data is reduced in this research, the presentation of the data that the researcher did was to use narrative text. By the presentation of data, it will be easier to understand what is happening and plan further work based on what has understood.

c. Conclusion Drawing or Verification

The final step in the analysis of this data is Conclusion Drawing (conclusion and verification). The preliminary conclusion put forward is still tentative, and does not change if it is not found strong evidence that supports the next stage of data collection. But if the conclusions put forward in the early stages, supported by valid and consistent evidence when researcher returned to the field to collect data, the conclusions presented are the conclusions that can be justified.

C. Results and Discussion

From the observation, interview and documentation which have been done by the

researcher, there are the data as the result of the research. All of data which has correlation with writing skill improvement's activity in An Najah are displayed and separated into main program and supported programs. The main programs are *Ngaji Kepenulisan* and Pondok Pena Activities. While the supported program 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.

The main program which aimed to improve the *santri's* writing skill is *Ngaji Kepenulisan* and Pondok Pena Activities. The difference between them is on the characteristic of them. If *Ngaji Kepenulisan* is an obligatory to join for all of *santri* and Pondok Pena Activities is optional activity.

How to improve the *santri's* writing skill by *Ngaji Kepenulisan* and Pondok Pena Activities are described below.

1. *Ngaji Kepenulisan* (Writing Study Religion)

Ngaji Kepenulisan is one of An Najah's Islamic study religions which held there. It is structured in the curriculum. In academic year 2015/2016, all of class' level gets its lesson in different schedule and *ustadz*. The methods which are used for improving the *santri's* writing skill depend on the *ustadz*, as like lecturing, tutorial, direct practice, question and answer, assignment, and teacher feedback. The most of all of class make teacher as the main learning source. The evaluation used take home or direct writing test which was structured in the exam schedule on February and May, 2016.

2. *Pondok Pena* Organization

Some activities which have been observed by the researcher are described below.

- a. *Pengadilan Sastra* (Literature's Judgment) is a program for judging some work by peer comments.

- There are two kind of it, namely Poetry Court and Short Story Court.
- b. Sharing is always done in every meeting of Pondok Pena organization. The material is like writing motivation, reminder about some writing events and speech from special guest.
 - c. Journalistic Sharing is a journalistic division's activity which talks about journalism matter. The materials which the researcher got are about question and answer about news and newspaper's rubric.
 - d. Short story sharing and tutorial is one of program which talked about how to make good short story with "show me don't tell me" technic tutored by Nurjanah and sharing about the problem in making it. Before, the researcher viewed her fill about her experience in making short story. The next was talked about short story's setting, short story's structure, and direct practice to make the beginning of the short story. It tutored by Heru Mulyadi
 - e. Newspaper Office Visitation was held to visit Satelit Post office for talking about everything belongs to journalism.
 - f. Radio Broadcasting is regular activities which done by Pondok Pena in Mafaza Fm Radio every Saturday. The work of Pondok Pena member as like poetry, short story and quatrain are recorded and broadcast it on every Wednesday.
 - g. Work Submission for Competition is an activity to submit the work the Pondok Pena member in the competitions whether regional or national, anthology or single prize, etc. the competition which usually

followed by them are Negeri Poci, Tifa Nusantara, and much more.

From the triangulation data which done by the researcher, the methods of Pondok Pena in improving santri's writing skill is using peer feedback. Peer feedback is an activity, technic, method, and also can be an approach which implicated for improving our writing skill and automatically improve our writing quality. Peer feedback is writer gives and gets critique, suggestion, support, revision from other writer who takes a role as reader. Kind of peer feedback which is used is described below.

As stated before, Pondok Pena has various activities as like *Pengadilan Sastra* (Literature's Judgment) which divided into two; Poetry Court and Short Story Court, sharing, journalistic sharing, short story sharing, and work submission to writing competition. Especially in the *Pengadilan Sastra* (Literature's Judgment), it is used peer feedback method.

The first is Poetry Court; the steps of this program begin from the sharing of the poetry paper to the audience. And then, the moderator asks some audience to read loudly in front of others. Then, all of audience read the poetry deeply to correct the poetry. After that, the moderator of the program asks to the audience to comment and give suggestion to the work. If it needs, the author can oppose the comment from the audience. The audience here is peer friend.

From the explanation above, it can be seen that Poetry Court uses Multiple Audience Random Peer Feedback (MARPF). Poetry of an author is commented by the audience. And it is done by multiple and random responder. The author doesn't choose who will be the responder because everyone can comment there by take turn. So, the author can get many correction and suggestion which will increase the writing skill of the author.

The second is Short Story Court. The steps begin from the sharing of the work's paper to the audience, and then all of them read and finally give comment and suggestion. The process is same with Poetry Court. The difference is in the reading loudly. There is no reading loudly in Short Story Court. It is also same as Poetry Court which belongs to Multiple Audience Random Peer Feedback (MARPF). Because, short story of an author is commented by the multiple and random responder. And the author doesn't choose who will be the responder because everyone can comment there by take turn.

3. Supported Programs for Improving *Santri's* Writing Skill

a. The Caretaker's Model

The caretaker of An Najah, Dr. KH. Mohammad Roqib, M.Ag., is an author which can be model and motivation of santri for following his work in writing. Not only ask the santri for develop their writing skill, but he is also done it by writing many books. Some of his work are Pendidikan Kebebasan (Yogyakarta: Yayasan Aksara Indonesia, 2000), Pendidikan Perempuan (Yogyakarta: STAIN Press & Gama Media, 2003), 55 copies of this book was bought by the Ministry of Religion Affairs in 2004 and it was also bought 6000 copies by the Ministry of National Education in 2007, Menggugat Fungsi Edukasi Masjid, (Yogyakarta: STAIN Press & Grafindo Litera Media, 2005), Harmoni dalam Budaya Jawa: Dimensi Edukasi dan Keadilan Gender, (Yogyakarta: STAIN Press-Pustaka Pelajar 2007), Kepribadian Guru (Yogyakarta: STAIN Press & Grafindo Litera Media, 2009), Ilmu Pendidikan Islam: Upaya Pengembangan Pendidikan Integratif, (Yogyakarta: LKiS, 2009), Prophetic Education: Filsafat dan Budaya Profetik dalam Pendidikan (2009), and Membumikan Pluralisme (2013).

Besides selfwriting, he also became book contributor of: Rabingah Cintailah Aku, Short Stories Book Compilation (STAIN Press & Grafindo Yogyakarta, May 2007). Menelusuri Amaliyah Wong NU, as the coordinator of Writer Team and wrote the preface (Penerbit PCNU Banyumas & Grafindo Yogyakarta, July 2007) and wrote the epilog of the book entitle The Spirit of Love: Rahasia Bagaimana Cinta Membuat Hidup Lebih Produktif (Obsesi Press & Buku Laela Yogyakarta, February 2008). His article entitle Mahar dan Bahasa Cinta dalam Cerpen Evi Idawati was published in Fadilah Magazine: Seni, Sastra dan Budaya Pesantren, ed. VI, November 2003 and short story entitle Cinta Sang Pecinta was published in Koran Rakyat in 1st July 2007, and also some articles in some Scientific Journals.

All of the way of the caretaker has done can develop santri's writing skill because if they have motivation to have many books, they will follow the model of the caretaker by always study about writing and practice it. So, as the run of time, their writing skill will be developed.

b. Motivation from The Caretaker

The caretaker always motivate the santri for always write everything as a habituation. In every chance, he always commands the santri for doing one day one page writing while the santri only respond it by agreement sentences, silent or sleeping.

The caretaker asks santri to write both Arabic written or free writing in order to the santri has been used to write. Especially in Adabul Alim wal Muta'alim study religion, in the chapter of the emergence of write for teacher. He said that, teacher need to have writing skill for firming up the memorization, make a sharp heart, making clever

person, repairing the explanation, and making popular.

c. In Curriculum

Curriculum is an important thing for building a learning process. Writing skill improvement in An Najah is also a learning process, so it exists in the curriculum for reaching what the goals are. The explanation of writing subject in An Najah curriculum is below.

- 1) Class I'dad, is aimed to be able to write well based on perfected spelling pattern for scientific writing (paper).
- 2) Class I, is aimed to be able to write fiction work which is published in media.
- 3) Class II, is aimed to make scientific writing or popular scientific writing which able to publish in local media or in anthology.
- 4) Class III, is aimed to be able to make fiction or non-fiction writing which able to publish in local or national media.
- 5) Class IV, is aimed to have work which able to publish in local journal or publish actively in local or national mass media, or minimally able to make a single book.

d. Newsletter

As the boarding school which has specification in writing, An Najah Islamic Boarding School for Higher Student Purwokerto also manages some newsletter, as like BENER (Beda Neng Rukun) Newsletter which corporate with FKUB (Forum Kerukunan Umat Beragama), An Najah Kreatif Newsletter, Sastri Newsletter (Pondok Pena), and Taman Lestari Newsletter. Santri who follow to manage this newsletter as like Iis Sugiarti will have more experience in writing and all of santri who read the newsletter will be motivated to write also.

e. Pesma An Najah Press

Pesma An Najah Press is a publisher which is built by An Najah Islamic Boarding School for Higher Student Purwokerto for invigorating the publication of pesantren book, literature, culture, harmony, and humanity. Some of book which has been published are:

- 1) Nadlom Cinta, by Dimas Indianto S, S.Pd.I. He ever been the santri's leader of An Najah
- 2) Pilarisme, is poetry anthology's book by some santri of An Najah.
- 3) Sepucuk Surat untuk Tuhan, is the short story's compilation by the winner and nominators of National Competition "Pesantren Menulis" which was held by An Najah Islamic Boarding School for Higher Student Purwokerto in 2012.
- 4) Membumikan Pluralisme, by Dr. H. Moh. Roqib, M.Ag. as the caretaker of An Najah.
- 5) Mushaf Rindu, is a poetry compilation by santri of An Najah.
- 6) Al-Qawaidul Fiqhiyah, by H. Husnul Haq, Lc. MA. As the Director of Madrasah Diniyah An Najah.
- 7) Misteri Jodoh, is short story's compilation of the winner and the nominator of National Competition "Pesantren Menulis 2" which was held by An Najah in 2014
- 8) Zakat, Teori, dan Apikasinya, by Mughni Labib.
- 9) Membumikan Pluralisme dan Kerukunan Umat Beragama, by Dr. Mohamad Roqib, M.Ag as the caretaker of An Najah and the Leader of FKUB.

f. Wall Magazine

There are wall magazines which exist in all of complex in An Najah. The content of the wall magazine is changed every two week or a month and filled by every complex alternately. In every complex, there are *santri* that concern in wall magazine. They will be habituated in writing which will improve their writing skill.

g. An Najah Bookstore

An Najah Bookstore is a bookstore which provide Islamic, general, campus, adult, kids book for *santri* or society who need book as reference. It is supported by local or national publisher as like LKiS, Pustaka Pelajar, Rosdakarya, Diva Press and others. *Santri* can be said having spirit in writing if they have spirit in reading also. Because reading and writing are two things that really have correlation. Usually, *santri* come to An Najah Bookstore for looking for reference or just window shopping. But the most are just little person who come there. Their reading skill is still low and the bookstore is seldom to be opened.

h. National Writing Competition in *Pesantren Menulis* Event

This event is a two years once agenda in An Najah. It has been held twice. The first is *Pesantren Menulis 1* which published an anthology book of short story “*Sepucuk Surat untuk Tuhan*” in 2012. The second is *Pesantren Menulis 2* which published an anthology book of short story “*Misteri Jodoh*” in 2014. And now, An Najah will hold *Pesantren Menulis 3* which be held in 16 October 2016. From the data of *Pesantren Menulis 1* and 2, the participants of this event especially in Short Story writing competition was still less from *santri* An Najah. They are lazy to participate in submitting their work. Only the expert *santri* and have good willing who joined in this event.

i. Reading and Listening Program

Reading and listening is really important skill for supporting the writing skill. In An Najah, the caretaker always motivates *santri* for read book. In other side, the reading activity is a habit for *santri* as like reading *kitab* (Islamic book). While listening activity is showed in the learning activity such as listen what the *ustadz* said about. Both of skill are really influent the writing skill theoretically, but in the fact, *santri* sometimes don't read and listen but doing other activity as like sleeping and playing in the class.

D. Conclusions and Suggestions

1. Conclusions

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.

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.

2. Suggestions

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

- a. To The *Ustadz* in the *Ngaji Kepenulisan* 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*.
- b. To The *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.
- c. To the next researcher is hoped to complete this research. Because it is not all Islamic Education *santri* are interviewed by the researcher. 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 researcher to do next research.

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