

MODEL KUMON AS A LEARNING SEQUENCE: IMPROVING STUDENTS' IMLA' WRITING SKILLS

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Article Info

Article History:

Received: June 2022

Revised: November 2022

Accepted: December 2022

Published: December 2022

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Abstract

This study aims to improve the writing skills of first graders at Madrasah Diniyah Ula Baramij At-Ta'lim Wa At-Ta'lim (MD.BAW) which consists of five classes with a total sample of 104 students by applying the Kumon model to reduce errors in writing pronouncements', for example, letter writing errors, punctuation rules (tanwin), use of mad letters, connecting letters, and shifting letter sounds which have an impact on changing the meaning of a sentence. This type of research uses Classroom Action Research through four cycles with four stages proposed by Kurt Lewin: planning, action, observation, and reflection. While the data collection techniques were carried out using observation, interviews, pre-test, Kumon worksheets, observation instruments, field notes, and documentation. Qualitative data analysis uses the model put forward by Miles and Huberman namely data reduction, data presentation, and drawing conclusions. As for the quantitative data using the Anas Sudijono percentage instrument by calculating the percentage frequency and the amount. The results of this study indicate that improving writing skills using the Kumon model was successfully carried out through four cycles by always providing motivation, observing, guiding, and providing intensive training in each cycle so that students can write more independently, thoroughly, and in an orderly manner according to the rules of Imla'.

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Keywords:

Application of Kumon Model; Imla'; Writing Ability.

مستخلص البحث

تهدف هذه الدراسة إلى ترقية مهارة الكتابة وتقليل الأخطاء فيها باستخدام طريقة كومون لدى طلبة المرحلة الأولى بالمدرسة الدينية لبرنامج التربية والتعليم بعدد العينة ١٠٤ طالب من خمسة الفصول. لقد ظهرت تلك الأخطاء في مثل: أخطاء في كتابة قواعد الحروف، والترقيم (التنوين)، واستخدام حروف المد، وربط الحروف، ونقل الأصوات إلى الحروف. استخدم الباحث منهج البحث العملي في الفصل الدراسي من خلال أربع دورات بأربع مراحل اقترحها كيرت لوين، وهي التخطيط والعمل والملاحظة والتفكير. وأما جمع البيانات فالملاحظة والمقابلة والاختبار وأوراق العمل لكومون ودليل الملاحظة والملاحظات الميدانية والتوثيق. ومن ثم، حصل الباحث على تلخيص متوسط الدرجات في الدورة الأولى ٧٠،٦٨. والدورة الثانية ٧٦،١٤. والدورة الثالثة ٧٩،٦٨. وبالتالي، للحصول على النتائج التامة، استمر البحث إلى الدورة الرابعة بمتوسط الدرجات ٨٥،١٢. استنادا إلى ذلك، إن نموذج التعليم كومون يرقى مهارة الكتابة لدى الطلاب ويمكن تطبيقه في عملية التعليم عن بعد.

كلمات أساسية: تطبيق نموذج كومون؛ الإملاء؛ مهارة الكتابة.

Introduction

Arabic is one of the subjects to hone basic skills for students in supporting knowledge, understanding, and appreciation of Islamic law.¹ In learning Arabic, college students have to grasp 4 language skills (*Maharah*). The four skills include *Maharah al-Istima'* (Listening), *Maharah al-Kalam* (Speaking), *Maharah al-Qiraah* (Reading), and *Maharah al-Kitabah* (Writing). Writing skill is the highest skill of the other *maharah* because the level of difficulty exceeds the other *maharah*.

Thus, it can be concluded that *imla'* is part of the scope of Arabic language lessons to improve the skills of *maharah al-Kitabah* (writing), especially technically in writing Arabic well and correctly. Two aspects must be developed in Arabic writing: technical ability and *ibtida'i* (production) ability.² Technical ability is the ability to speak Arabic properly and correctly, including the correctness of *imla'* (writing), award (composition or grammar), and the use of '*alamat al-tarqim* (punctuation marks). Furthermore, among the scope of Arabic writing skills that is *imla'*, calligraphy (*al-Khat*), and composing (*Insya'*).³

Imla' comes from the verb *amlaa-yumlai-amlaa'an*, which means to dictate. Sheikh Aiman gave an example of dictating as a teacher reads to his students so that the students write it in their notebooks.⁴ Harun opined that *imla'* is the art of writing that has rules and has been determined by previous scientists; there are those who study the writing of words that are often used, others whose purpose is to eliminate doubts on common words. Three basic skills need to be trained in *imla'* learning: accuracy in observing, listening, and flexibility in writing.⁵

Based on the existing reality, many problems are encountered in learning Arabic, especially in learning *imla'*. One of them is errors in Arabic writing, students' lack of understanding of the rules of writing Arabic it seems difficult to distinguish between *hamzah* (ء) and '*ain* (ع), *ta' marbutah* (ة) and *ta' maftuhah* (ت),

¹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT. Remaja Resdakarya, 2011), 29.

² Luluk Humairo Pimada et al., "The Errors In Writing Hamzah: What Should Students Do?," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2021): 143, <https://doi.org/10.18860/ijazarabi.v4i1.9870>.

³ Barid Syamsiyah, "Analisis Kesalahan Berbahasa Dalam *Imla'* Mahasiswa IAIN Salatiga," *LISANIA: Journal of Arabic Education and Literature* 3, no. 1 (2019): 21–44, <https://doi.org/10.18326/lisania.v3i1.21-44>.

⁴ Azalia, "A Study of Kumon Method in Teaching English At Kumon Learning Centre Setiabudi Medan" (Thesis, Universitas Sumatera Utara, 2017), <https://repositori.usu.ac.id/handle/123456789/7501>.

⁵ Mega Primaningtyas and Atina Rizqon Zaida, "Penerapan Metode *Imla'* Pada Mata Pelajaran *Kitabah* Kelas IX Di Pondok Pesantren Hamalatul Quran II Sleman Yogyakarta," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2020): 107, <https://doi.org/10.36668/jih.v3i2.230>.

in class VIII MTs Ar-Rohmah Sukajadi Bandung,⁶ And the lack of practice in Arabic writing that is good and correct according to the rules.⁷

Based on research conducted by Abdul Aziz Sebayang et al., “errors in writing Arabic letters are common among students” in Islamic educational institutions, both formal and non-formal institutions, such as errors in writing *hamzah* letters (اشتغال - اشتغال), *mutasyabahah* letters (أفو - أفو),⁸ reading marks, connecting letters (المستقيم - ال مستقيم).⁹ Additionally, the comes approximately request by Abdul Qadir. Lailah Munirah shows up that among the causes of inconveniences and dubious Arabic composing botches understudies are in terms of composing marks and imla' rules which are appeared by the closeness of understudies who get it the examining and can conversation but find it challenging to sort in it precisely Arabic.¹⁰

Based on the results of interviews with several imla' Madrasah teachers Diniyah Baramij At-Tarbiyah Wa At-Ta'lim (MD.BAW) and the results of observations on students, there are errors in the Arabic writing of grade 1 Ula MD.BAW students, among others, write the rules of letters, punctuation rules (tanwin), mad letters, splicing letters (at the beginning, middle, and end of sentences), and transferring the sound of letters. As an example of writing the rule of letters, some students write the letters qaf and fa' by hanging, while according to the rules of imla', only the letter qaf hangs while the letter fa' does not hang. In accentuation mistakes, a few understudies type in the sentence ربنا اتنا في الدنيا حسنة (*Rabbanaa Aatinaa fi ad-Dunyaa Hasanatan*), and the word “*Hasanatan*” is composed utilizing sister *sukun* (حسنتن) or utilizing *fathatain* with ta' ta'nits which is proceeded with alif (حسنتاً). Meanwhile, in the error of using the letter mad, some students write the word ربنا (*Rabbanaa*) by using alif layyinah (ربنئى).¹¹

Students' Arabic writing errors (imla') can be caused by many factors. It could be because of linguistic factors (including writing rules)¹² or because of non-

⁶ Siti Marwah Mutiara, “Analisis Kesulitan Siswa Dalam Pembelajaran Imla'” (Thesis, Universitas Pendidikan Indonesia, 2018), <http://repository.upi.edu/50949/>.

⁷ Haniah Haniah, “Analisis Kesalahan Berbahasa Arab Pada Skripsi Mahasiswa Jurusan Bahasa Dan Sastra Arab,” *Arabi: Journal of Arabic Studies* 3, no. 1 (2018): 23–34, <https://doi.org/10.24865/ajas.v3i1.62>.

⁸ Khizanatul Hikmah et al., “Kitabah Error Analysis Based on Theory of Rusydi Ahmad Thuaimah:,” *Halaqa: Islamic Education Journal* 4, no. 1 (2020): 45–59, <https://doi.org/10.21070/halaqa.v4i1.174>.

⁹ Ardyansyah Ardyansyah and Laily Fitriani, “Efektivitas Penerapan Metode Discovery Learning dalam Pembelajaran Imla',” *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 2 (2020): 229, <https://doi.org/10.23971/altarib.v8i2.2257>.

¹⁰ Syamsiyah, “Analisis Kesalahan Berbahasa Dalam Imla' Mahasiswa IAIN Salatiga.”

¹¹ Interview with Ustazah Nur Fadhilah as a teacher for imla' material, Saturday, March 03, 2022, 15.45 WIB.

¹² Fuad Munajat Suwardi, “Faktor-Faktor Kesulitan Menulis Imla Mahasiswa PBA IAIN Kudus Di Masa Pandemi,” *Arabia: Jurnal Pendidikan Bahasa Arab* 13, no. 1 (2021): 47–68, <https://doi.org/10.21043/arabia.v13i1.10173>.

linguistic factors (teachers, students, learning methods, learning models, and others).¹³

Based on the problems stated above, it is necessary to find a learning solution that is considered to improve students' Arabic writing skills. A teacher can make many efforts to create an engaging and efficient learning atmosphere. Furthermore, by the learning, a teacher can create an interesting and fun classroom atmosphere.¹⁴ One of them is by using various methods, strategies, and models of learning relevant to students' subjects and characteristics.¹⁵

The Kumon learning model was chosen and used in problem-solving for several reasons that were considered and became the advantages of the Kumon method, namely: (1) Kumon can explore the potential of each individual utilizing independent study.¹⁶ (2) the application of guidance on the Kumon learning model is given individually with the right level.¹⁷ (3) Kumon worksheets are arranged systematically. (4) the Kumon learning model is also applied in a short time and routinely every day to form students' ability to get used to concentration in learning so that students are motivated to do assignments, and (5) instilling a sense of self-confidence, happiness, and competence and the success of children in achieving targets with their abilities.¹⁸

According to Afrizal, the learning steps in the application of the Kumon model are as follows: a) First of all, students take the book that has been provided, submit the worksheet for homework that they have done at home, and take the sheet work that the teacher has prepared for students to do that day. b) Students sit down and start working on their worksheets. Students can usually work on the worksheets smoothly because the lessons are programmed according to their abilities. c) After completing the work, the worksheet is submitted to the teacher to be corrected and graded. While the worksheets are graded, students practice with study aids. d) After the worksheets have been checked and graded, the teacher records the day's study results in the "Score List". These results will later be

¹³ Interview with Ustazah Nuruz Ziyadah as Student Staff of Madrasah Diniyah Baramij At-Tarbiyah Wa At-Ta'lim, Saturday, September 03, 2021, 20.00 WIB.

¹⁴ Hartati, Husaini, and Zulfan, "Pelaksanaan Model Pembelajaran Kumon Dalam Meningkatkan Prestasi Belajar Sejarah Siswa Kelas XI IPS Sma Negeri 1 Sakti," *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 4, no. 1 (2019), <https://jim.unsyiah.ac.id/sejarah/article/view/10717>.

¹⁵ Munawarah Munawarah and Zulkifli Zulkifli, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab," *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22–34, <https://doi.org/10.36915/la.v1i2.15>.

¹⁶ Mila Ratna, Arief Aulia Rahman, and Dian Kristanti, "Analysis of Students' Ability to Understand The Concept of Mathematics Using Kumon Learning Model," *MathNesia: Journal of Math Education* 1, no. 1 (2022): 43–55, <https://mathnesia.org/index.php/mns>.

¹⁷ Azalia, "A Study of Kumon Method in Teaching English At Kumon Learning Centre Setiabudi Medan."

¹⁸ Dina Apriana, "Implementasi Metode Kumon Dalam Pelajaran Matematika Pada Kelas Rendah Di SDN 2 Sukamulia," *Educatio* 9, no. 1 (2014): 71–98, <http://e-journal.hamzanwadi.ac.id/index.php/edc/article/view/17>.

analyzed to prepare the following work program. e) If there is a part that is still wrong, students are asked to correct that part until all worksheets get a score of 100 or A. f) Before going home, the teacher evaluates the student's work and tells the material the students will work on the next day.¹⁹

The Kumon learning model was first applied by a high school mathematics teacher in Japan named Toru Kumon because it was considered effective in improving children's mathematical abilities at school.²⁰ Their potential and developing their abilities to the fullest. Kumon learning teaches how to count and can also improve students' ability to focus more on doing things with confidence.²¹

After applying the Kumon learning model to the Low Grades, data was obtained that the average percentage results for the first cycle were not good. Then research in the second cycle obtained an increase in the average percentage for the better. This shows that the sample gives a positive response to the learning process so that learning can be said to be effective. Likewise, teachers must participate directly in learning activities, and the program must be updated regularly.²²

In achieving the research results, the researcher took the initiative also to research the application of the Kumon learning model in class I Ula Madrasah Diniyah Baramij At-Tarbiyah Wa At-Ta'lim (MD.BAW). The Kumon model is usually applied in mathematics, but the researcher wants to apply it to Islamic learning, which has never been studied before. Because imla' is a lesson that requires regular practice in improving good and correct Arabic writing skills. With this Kumon model, students are trained to learn independently by finding out the point of their own mistakes so that the learning outcomes obtained are more embedded in students' brains than hearing from others. Apart from the subject matter, the subject is different from the research conducted by Dina Apriana. Another difference is the research location, which is a religious institution and not a formal institution, and the research sample is large. So, until now, no research has been found on the application of the Kumon model in Imlak learning. Therefore, this study is the first study to discuss the effectiveness of imla' learning using the Kumon model.

¹⁹ Afrizal and Susi Herawati, "Penerapan Metode Kumon Dengan Menggunakan Lembar Kerja Siswa Pada Pembelajaran Matematika Siswa Kelas VIII SMP Filial SMP Negeri 2 Padang," *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* 7, no. 1 (2016), <https://ejournal.bunghatta.ac.id/index.php/JFKIP/article/view/7504>.

²⁰ Rumanti Yuliasih, Suparno Eko Widodo, and Makruf Akbar, "Evaluation of Implementation Kumon Method," *International Journal of Advanced Engineering and Management Research* 3, no. 3 (2018), <https://ijaemr.com/link/292>.

²¹ Halidin Halidin, "Efektivitas Model Pembelajaran Kumon Terhadap Peningkatan Hasil Belajar Matematika Siswa Kelas VIII," *SAINTIFIK* 6, no. 2 (2020): 143, <https://doi.org/10.31605/saintifik.v6i2.268>.

²² A. El-Mneizel et al., "The Impacts of Lughati for Smart Education Initiative on Students' Acquisition of Arabic Language Skills at the Kindergarten Stage," *Information Sciences Letters* 12, no. 1 (2022), <https://digitalcommons.aaru.edu.jo/isl/vol12/iss1/40>.

In general, this research aims to improve imla' writing skills in class I Ula through the application of the Kumon learning model. In achieving these general goals, the steps taken as the specific objectives of this study include: a) Providing regular and repeated exercises in understanding excellent and correct Arabic writing (imla') techniques. b) Improving each student's ability to write Islamic teachings by providing individual guidance. c) Create independent learning to explore students' writing potential. d) Instill confidence in the success achieved by students according to students writing ability.

Method

The research type is conducted using the Class Action Research (CAR) in class I Ula Madrasah Diniyah Baramij At-Tarbiyah Wa-Ta'lim (MD.BAW) PP. Annuqayah Lubangsa Putri Madura, East Java. PTK is a term in English is Class Room Action Research (CAR). Classroom Action Research (CAR) is a scientific activity carried out by the teacher in his class by designing, implementing, observing, and reflecting on actions through several cycles in a collaborative and participatory manner that aims to improve or improve the quality of the learning process in the classroom.²³ Before conducting research and collecting data, the researcher did some preparations: a) Compose a Kumon worksheet. B) The plan for implementing learning. c) Conducting an initial test to obtain initial data about each student's ability.

The Kumon worksheets and lesson plans are implemented outside of class hours, while the pre-test for data acquisition is carried out during class hours. The subjects of this study were students of class I Ula Madrasah Baramij At-Tarbiyah Wa At-Ta'lim (MD.BAW), which consisted of five classes, namely class I A Ula to class I E Ula. The total number of research subjects amounted to 104 students. The research was conducted by replacing the teacher of Islamic teachings in various classes with a responsible partner because the ability to write Islamic teachings is still low and needs to be improved. This Classroom Action Research design uses the cycle form proposed by Kurt Lewin. Each cycle has four stages, namely (1) Planning, (2) Action or action, (3) Observation (4) Reflection.²⁴

Result and Discussion

This study aims to improve students' writing ability who are low in grade I Ula Madrasah Diniyah Baramij At-Tarbiyah Wa At-Ta'lim (MD.BAW) by using the Kumon learning model. A learning model that emphasizes an exercise by finding out its falseness until they find a truth independently.²⁵

²³ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT Raja Grafindo Persada, 2011).

²⁴ Susilo, Chotimah, and Y. D. Sari, *Penelitian Tindakan Kelas* (Malang: Bayumedia, 2022), 72.

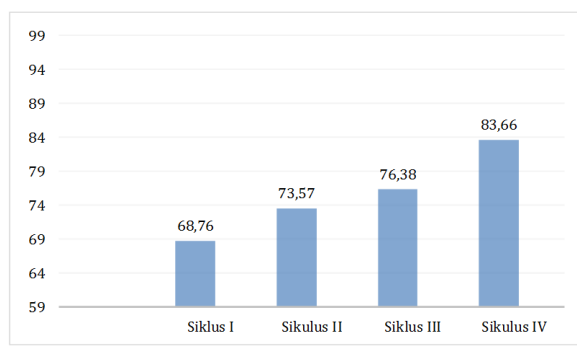
²⁵ N. Saputra, *Penelitian Tindakan Kelas* (Aceh: Yayasan Penerbit Muhammad Zaini, 2021), 84.

The research was conducted from 5-30 March 2022 in class I Ula Madrasah Diniyah Baramij At-Tarbiyah Wa At-Ta'lim (MD.BAW) Pondok Pesantren Annuqayah Lubangsa Putri with a sample of 104 students. The implementation is done directly by the researcher who acts as a tutor for imla' lessons²⁶ and is adjusted to the imla' lesson schedule' at MD.BAW. The learning model applied is the Kumon learning model.

In discussing the results of this study, the researcher explained the data obtained in the research procedure, namely the analysis of the results of the Islamic writing ability based on the average value of students from each cycle and analysis of the learning process and learning of class I Ula MD students. BAW through the Kumon learning model.²⁷

This research consists of four cycles; each cycle consists of four meetings.²⁸ The data obtained in this study results from the application of the Kumon learning model in each cycle. The level of writing ability in the Islamic writing class I Ula students consisting of five classes (A, C, D, and E) experienced an increase in each cycle except for class I B Ula based on the following table:

Table 1. The results of the assessment of the ability level of students from each cycle in Class I A Ula



Based on table 1 above, the research results in the first cycle obtained the level of Achievement Fairly Good (60-79) from the comparison of the results of the initial test, which were Less Good (0-59).²⁹ They obtained the same level of

²⁶ Rangga Mega Putra et al., "Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research," *Anglophile Journal* 2, no. 1 (2022): 37, <https://doi.org/10.51278/anglophile.v2i1.269>.

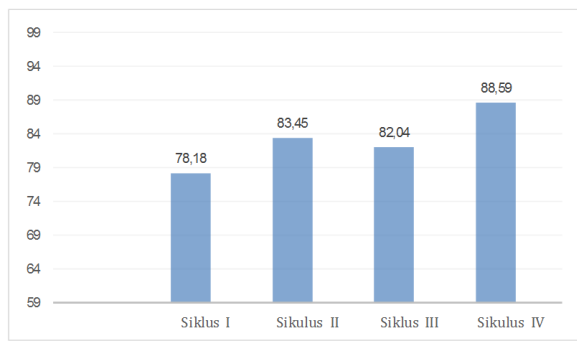
²⁷ Jillian Seniuk Cicek et al., "Action Research: A Methodology for Transformative Learning for a Professor and His Students in an Engineering Classroom," *European Journal of Engineering Education* 44, no. 1-2 (2019): 49-70, <https://doi.org/10.1080/03043797.2017.1405242>; Khusnul Yatima, Yulia Wiji Astika, and Sri Kadarsih, "Applying Peer Feedback On Students' Descriptive Writing In Efl Classroom: A Classroom Action Research At One Of Islamic Senior High School In Jambi," *International Journal of Southeast Asia* 1, no. 2 (2020), <https://doi.org/10.47783/journijsa.v1i2.158>.

²⁸ Susan Warahuwena and Helena M. Rijoly, "Building Students' Interaction By Using Talking Chips Technique: A Classroom Action Research," *HUELE: Journal of Applied Linguistics, Literature and Culture* 1, no. 1 (January 31, 2021): 53-68, <https://doi.org/10.30598/huele.v1.i1.p53-68>.

²⁹ Maria Melania Riyani Sani, Agus Maramba Meha, and Seprianus Arwadi Nenotek, "Penerapan Model Siklus Belajar 5E Untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi (HOTS) Siswa Di SMP

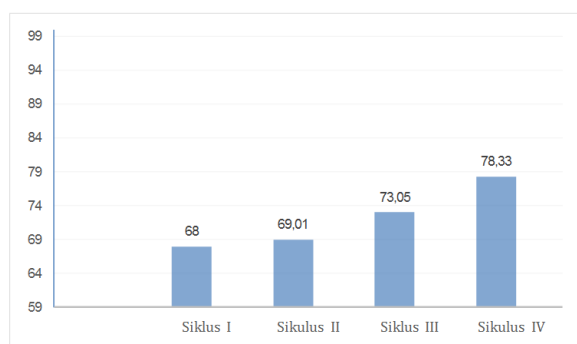
achievement as cycle II in cycle II. However, the assessment score was higher than in cycle I. Student achievement experienced a remarkable increase (75-89) in cycles III to IV.

Table 2. The results of the assessment of the ability level of students from each cycle in Class I B Ula



Based on table 2 above, the research results in the first cycle obtained a level of good achievement (75-89) from comparing the initial test results that were not good (0-59). In the second cycle, they obtained an increase with the same level of achievement as with the first cycle. However, the third cycle obtained the same level of achievement as the first and second cycles, with a lower assessment score than the second cycle because the students' ability in the third cycle had decreased. Because of the level of difficulty of the question.³⁰ While the results of the fourth cycle of the assessment score increased again compared to the third cycle, which means that the application of this Kumon learning model is suitable for application in Arabic writing lessons (imla') based on different assessment results.

Table 3. The results of the assessment of the ability level of students from each cycle in Class I C Ula



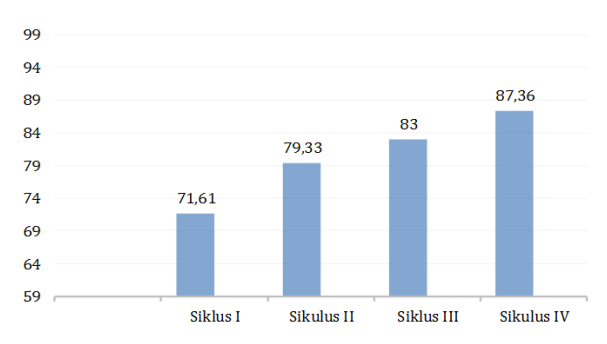
Based on table 3. above, the research results in the first cycle obtained the level of Achievement Fairly Good (60-79) from the comparison of the initial test

Adhyaksa 2 Kupang Tahun Ajaran 2018/2019," *Jurnal Sains Dan Edukasi Sains* 3, no. 1 (May 28, 2020): 15–23, <https://doi.org/10.24246/juses.v3i1p15-23>.

³⁰ Yuyun Dwi Haryanti and Siti Nurjanah, "Model Kumon Untuk Meningkatkan Pemahaman Konsep Materi Pecahan Siswa Kelas III Di SD Negeri Majalengka Kulon VII," *Taman Cendekia: Jurnal Pendidikan Ke-SD-An* 2, no. 2 (2018): 239, <https://doi.org/10.30738/tc.v2i2.2962>.

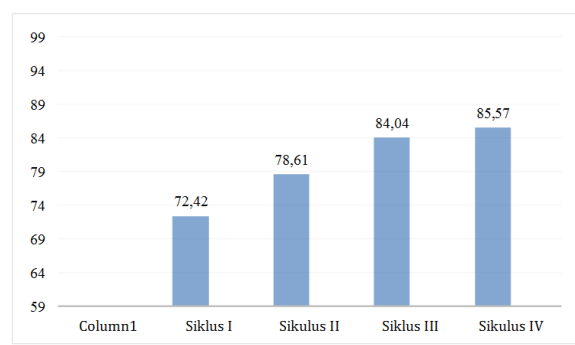
results, which were Less Good (0-59).³¹ Cycle II obtained the same level of achievement as cycle I, but the assessment score is higher than in cycle I. As for cycle III, students' level of achievement has increased from Good (75-89) to cycle IV.³²

Table 4. The results of the assessment of the ability level of students from each cycle in Class I D Ula



Based on table 4. above, the research results in the first cycle obtained the level of Achievement Fairly Good (60-79) from the comparison of the initial test results, which were Less Good (0-59). The second cycle obtains a different level of achievement from the first cycle, which obtained a Good level (75-89). In the third cycle, the assessment score is higher than in the first and second cycles up to the fourth cycle.

Figure 5. The results of the assessment of the ability level of students from each cycle in Class I E Ula

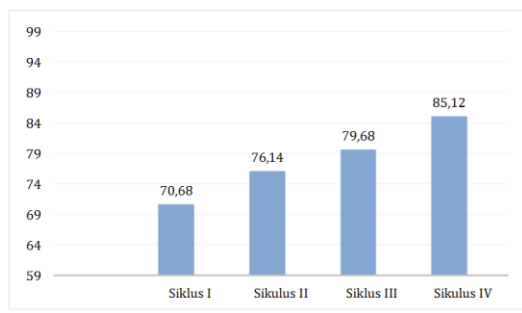


Based on table 5. above, the research results in the first cycle obtained a level of good achievement (60-79) from the comparison of the initial test results that were not good (0-59). Cycle II obtains the same level of achievement as cycle I up to cycle IV with an increasing average score.

If the graph recapitulates the average value of students and students' completeness from all classes, I Ula produces the following data:

³¹ Ana Rosmiati, Problem Based Introduction (PBI) Sebagai Model Pembelajaran Matakuliah Seminar di Program Studi Desain Komunikasi Visual Fakultas Seni Rupa Dan Desain ISI Surakarta (Surakarta, issued December 21, 2018), <http://repository.isi-ska.ac.id/>.

³² Marzuki Marzuki, "Meningkatkan Hasil Belajar Lingkaran Melalui Metode Kumon Pada Siswa Kelas VI SDN 11 Gandapura," *Jurnal Serambi Akademika* 8, no. 3 (2020): 283, <https://www.ojs.serambimekkah.ac.id/serambi-akademika/article/view/2052>.

Figure 6. The recapitulation of the average and completeness scores of students from all classes I Ula

Based on the data recapitulation of the average value of students and students' completeness of all classes, I Ula, in the first cycle, obtained an average value of 70.68. The average value did not meet the criteria for completeness,³³ so it was continued in cycle II. The implementation stages and the learning process using the Kumon model have not been implemented correctly and optimally.³⁴ Results of reflection at the end of the cycle imla' include: (a) At the beginning of the meeting, students were not used to working on imla' questions through writing exercises that were listened to in speed, clarity, validity, and understanding, so students had not been able to maximize their potential in writing Arabic (imla'). (b) Many students are still not independent in correcting "wrong" writing. Some students do not do homework, so student understanding is not optimal. (c) Students are not careful in working on the Kumon worksheets, so there are still some students' writings that are not correct according to the moral rules after collecting the worksheets three times. (d) Many students are still not independent in justifying their lousy biting. (e) Many students complain about doing the Kumon worksheet. Some students are less enthusiastic about working on the Kumon worksheets because of their difficulty in achieving the correctness of writing.

Based on these problems, in the second cycle, the researcher gave several additional activities based on the results of the reflection in the first cycle: (a) The researcher who acts as a teacher motivates students to work more carefully on the worksheets to achieve the level of writing Good and correct Arabic. (b) Researchers who act as teachers also observe and guide students intensively to work on the Kumon worksheets independently, thoroughly, and orderly so that students can maximize their potential. (c) Researchers who act as teachers provide more exercises to deepen students' understanding of writing Islamic scriptures so that students' imla' skills are further improved.

³³ Mohammad Rifqi Rijal and Rani Oktaviani, "Penerapa Metode Kumon Untuk Meningkatkan Hasil Belajar Matematika Pada Materi Bilangan Romawi," *Primary : Jurnal Keilmuan Dan Kependidikan Dasar* 8, no. 1 (2016): 75–92, <https://jurnal.uinbanten.ac.id/index.php/primary/article/view/148>.

³⁴ Cecep Maulana and Guntur Mahaputra, "The Implementation Of Audiolingual Kumon EFL Method In Teaching English At The VII Grade of SMPN 5 Kisaran," *Seminar Nasional Royal (SENAR)* 1, no. 1 (2018): 507, <https://jurnal.stmikroyal.ac.id/index.php/senar/article/view/230>.

In the second cycle, the average value obtained was 76.14. This already met the criteria for completeness that had been set; however, to optimize the results of applying the Kumon learning model in writing Arabic (imla'), the researcher continued research activities until cycle IV. In cycle III, the average value obtained by all students was 79.68. In this case, the average value has met the criteria of completeness that have been set. However, this has not reached the assessment criteria above the Good value, so the research is continued in the IV cycle. Moreover, in the fourth cycle, the average score of all students achieved an excellent assessment criterion of 85.12, which shows that the Kumon learning model can create an innovative and effective learning process.

Based on the results of the table above, it can be seen that the average value of Ula class I students has increased. This reflects that the Kumon learning model on imla' material can improve students' Islamic writing ability. Thus, it can be seen that the Kumon learning model is one of the efforts that can be applied by imla' material tutors' in improving the ability to learn Arabic writing. This is because the Kumon learning model can help teachers know students' Arabic writing development. The learning process is no longer teacher-centered but student-centered; utilizing independent learning can make it easier for students to understand the material in their way.³⁵

Conclusion

A large number of student errors in writing words causes errors in meaning and different connotations such as errors in connecting letters, word forms, *tanwin*, and others. Therefore, this study presents the results of learning to write using the Kumon model which has proven to be effective in improving students' writing skills. This can be proven by the average value of students from each cycle, namely; The first cycle was 70.68, meaning that the student's ability in Arabic writing was low. Then the researcher who acted as the tutor applied the Kumon learning model in the correct steps so that the first-grade students of Ula experienced an increase of 76.14 in the first cycle. II, because they begin to know more about the learning model. To achieve the desired student ability level, the researcher continued the third cycle with an average student score of 79.68; the score did not meet the predetermined assessment criteria, so the researcher continued the fourth cycle with an average score of 85.12. In each cycle, the teacher must intensively provide motivation, observe, guide, and provide training so that students can get used to writing independently, thoroughly, and in an orderly manner according to Imla' rules.

³⁵ Jamila Begum, Muhammad Maqsood Alam Bukhari, and Aisha Akbar, "Effectiveness of Kumon Teaching Method for Academic Achievement of Children in Mathematics," April 27, 2018, <https://www.prdb.pk/front/effectiveness-of-kumon-teaching-method-for-academic-achievem-9966>.

Acknowledgment

The researcher is grateful as much as possible to several parties including: First, including the Head of Madrasah Diniyah Baramij At-Tarbiyah Wa At-Ta'lim who has provided the opportunity for researchers to conduct their research. Second, The entire board of teachers who have assisted in the process of conducting research from pre-test to post-test. Third, all students of Madrasah Diniyah Baramij At-Tarbiyah Wa At-Ta'lim Class I Ula.

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