Insya' Textbook Design to Improve Writing Skills for Class IV Regular & III Intensive TMI Al-Amien Prenduan Students

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Abstract

This research comes from a special *Insya'* book design which according to many academics and previous research is effective and able to improve students' writing skills. This research uses the R&D method, namely a combination of qualitative and quantitative. The qualitative segment involves observation, interviews and literature review. Observations were carried out to review how teachers applied the *Insya'* textbook and how students understood the material they had learned from the *Insya'* textbook. The quantitative aspect was carried out to determine the effectiveness and suitability of Insya' textbooks which have been designed using Non Parametric T-Test analysis, namely the Wilcoxon Test because the values are not normal and not homogeneous. This research included 60 Class IV Regular & III Intensive TMI Al-Amien Prenduan Students, namely 20 students for the first Pre-Test & Post-Test and 40 for the second or wider Pre-Test & Post-Test. The results show an increase in students' writing skills with an achievement of 20% from the Pre-Test (5.50) & Post-Test (7.68). Therefore, the *Insya'* book design is effective for use in learning to improve students' writing skills. These results are in accordance with the results obtained from previous research, namely a significant increase in students' writing skills by designing a special *Insya'* textbook. Researchers recommend further development of *Insya'* textbooks, especially to improve students' writing skills, especially development of the material or teaching materials that students will study.

Keywords: Design, Improve, Insya' Textbook, Writing Skills

ملخص

يأتي هذا البحث من تصميم الكتاب المدرسي الخاص هو الإنشاء الذي يعتبر حسب العديد من الأكاديميين والأبحاث السابقة فعالا وقادرا على ترقية مهارة الكتابة لدى الطالبات. يستخدم هذا البحث أسلوب البحث والتطوير، وهو مزيج من النوعي والكمي. يتضمن الجزء النوعي الملاحظة والمقابلات ومراجعة الأدبيات. تم إجراء الملاحظات لمراجعة كيفية تطبيق المعلمين لهذا الكتاب المصمم وكيفية فهم الطالبات للمواد التي تعلمنها من الكتاب المدرسي المصمم. أما الجانب الكمي فقد تم إجراؤه لتحديد مدى فاعلية وملاءمة كتب إنسيا الدراسية التي تم تصميمها باستخدام تحليل T-Test غير البارامتري، وهو اختبار ويلكوكسون لأن القيم غير طبيعية وغير متجانسة. شمل هذا البحث ٦٠ طالبة من طالبات الصف الرابع العادي والثالث المكثفتربية المعلمين الإسلامية بمعهد الأمين برندوان سومنب مادورا، أي ٢٠ طالبة للاختبار القبلي والبعدي الأول و ٤٠ طالبة للاختبار القبلي والبعدي الثاني أو أوسع. وأظهرت النتائج زيادة في مهارة الكتابة لدى الطالبات بحصولهن على ٢٠% في الاختبار القبلي (٥.٥٠) والاختبار البعدي (٧.٦٨) ولذلك، فإن تصميم الكتاب المدرسي أي كتاب الإنشاء

فعال للاستخدام في التعليم والتعلم لترقية مهارة الكتابة لدى الطالبات. وتتوافق هذه النتائج مع النتائج التي تم الحصول عليها من الأبحاث السابقة وهي زيادة كبيرة في مهارة الكتابة لدى الطالبات من خلال تصميم كتاب الإنشاء الخاص. يوصي الباحثون بمواصلة تطوير الكتاب المرسي الخاص أي كتاب الإنشاء لترقية مهارة الكتابة لدى الطالبات خاصة تطوير المواد التعليمية التي ستدرسها الطالبات.

الكلمات المفتاحية: تصميم، ترقية، كتاب الإنشاء، مهارة الكتابة

Introduction

The writing skills taught have a specific aim, namely so that students can write Arabic and improve it from time to time according to their level of ability,[1] and this can be achieved if training is carried out continuously.[2] Not only that, writing skills are also the most important Arabic language skills because writing is the standard for success in learning Arabic and the greatest proof of the urgency and superiority of language as a communication tool.[3] One of the materials for learning writing skills is the Insya' material.

Insya' material is a means and medium for expressing what is in your thoughts and feelings expressed in effective written form using Arabic.[4] Insya' materials also the ability to describe or express the contents of one's thoughts, starting from teaching writing skills, from simple ones such as writing words, to complex ones.[5] Not only that, Insya' material is also used as mandatory teaching material in various educational institutions[6] where teaching material is one that needs to be considered in learning Arabic[7] to improve students' writing skills. However, despite this, there are still many educational institutions that do not have special Insya' textbooks that suit the level of ability of their students. This can be seen from the gap that often occurs between learning

[1] Nufus, H., "*Pembelajaran Insya (Kitabah) Dengan Media Strip Story*", Horizon Pendidikan: Jurnal Pendidikan Fakultas Ilmu Trabiyah dan Keguruan IAIN Ambon, Vol. 10, No, 2 (2019): 213–30. DOI: https://doi.org/10.33477/Hp.V10i2.708

[2] Abdul Hafidz Zaid, "*Taf'il Daur al-Ansyithah al-Madrasiyyah li Tanmiyati al-Maharat al-Lughawiyyah (Ma'had Darussalam Gontor li Tarbiyyah al-Islamiyyah Al-Haditsah Namudazan)*", Lisanun Dhad: Jurnal Bahasa, Pembelajaran dan Sastra Arab, Vol.4, No, 2 (Desember 2017): 21–31. DOI: http://dx.doi.org/10.21111/lisanudhad.v4i2.1610

[3] Abdul Hafidz Zaid dkk., "*Development of the 'al-Insya' Textbook Based on Contextual Teaching and Learning (CTL) to Improve Students' Writing Skills*," Proceeding of International Conference on Arabic Language, Malang, Jawa Timur: INCALA, Vol. 2, No, 1, (2023): 1-23. https://prosiding.arab-um.com/index.php/Incala/article/view/1310/1263

[4] Ihwan Mahmudi dkk., "*Model Language Tests for the Writing Skill of the Beginner Level Based on CEFR (Common European Framework of Reference)*", PALAPA: Jurnal Studi Keislaman dan Ilmu Pendidikan, Vol. 11, No, 2 (November 2023): 838–56. DOI: https://doi.org/10.36088/palapa.v11i2.4016

[5] Edi Kurniawan Farid dan Aisyatur Rodhiyah, "*The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotijiyah Ta'lim al-Insya' fiy Markaz Tabahhur al-Lughah al-'Arabiyah bi Ma'had Darul L*", Mantiqu Tayr: Journal of Arabic Language, Vol. 2 No. 2 (Juli 2022): 132–145. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2370

[6] Zaki M., "*Bahasa Arab dan Bahan Pembelajarannya*", Al-Af'idah: Jurnal Pendidikan Bahasa Arab dan Pengajarannya, Vol. 6, No, 1 (2022): 109–22. DOI: https://doi.org/10.52266/Al-Afidah.V6i1.893

[7] Radif Khotamir Rusli dkk., "Arabic Language Implementation Viewed from A Social and Cultural Perspective at MaitreechitWithayattan School Bangkok"IJOLE: International Journal of Language Education, Vol. 8, No, 1 (2024): 36–47, https://doi.org/10.26858/ijole.v8i1.60907.

objectives and results caused by teaching materials that are too broad in scope.[8] Textbooks are one of the most important aspects of learning, textbooks play a vital and substantial role in achieving learning objectives, because they contain knowledge resulting from analysis of the curriculum in written form.[9] Therefore, to support the success of learning in improving writing skills, one way is by having special teaching materials or Insya' textbooks that suit the student's ability level and certain limitations and can improve students' Arabic writing skills, namely Insya' printed textbooks.

Insya' textbooks are one of the printed learning media that is suitable for developing students' writing skills,[10] Insya' textbooksalso functions as a tool to convey some subject matter that is difficult to explain verballyand widely used in the world of education,[11] Insya' printed books are very necessary in learning to write Arabic. What is meant by Insya' here is Insya' Muwajjah (Structured Writing) at the fourth level or year in accordance with Muhammad Ali Al-Khuliy's theory, namely that students write one word, then it becomes several sentence structures so that it becomes a paragraph.[12] According to the instructions and provisions of the teacher.

Insya' has certain levels, and in this research Insya' is at the fourth level or in the fourth year which focuses on manuscripts, dictation and continues with cursive writing, and writing one paragraph and summaries.[13] At this fourth level, the title of the material to be taught is determined and adjusted to the student's abilities, such as the student's individual and social experiences. In addition, the material is adapted to certain limitations and does not burden students. Insya' assignments given by the teacher are small or short composition assignments (maximum 2 paragraphs) with different titles. This form of assignment is better than a long composition assignment with only one title. The material taught must be clear and not cause confusion or doubt for students.[14]

This is the form of learning the Insya' material that is applied in the Insya' textbook that has been designed, namely Insya' Muwajjah (Structured Writing) at the fourth level or year in accordance with Muhammad Ali Al-Khuliy's theory.

Based on the problems above, the researcher assumes that the Insya' textbook design can increase the effectiveness of students' learning of the Maharah Kitabah. For this reason, researchers are trying to design printed book-based teaching materials as a solution because this

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[8] Alfi Laila, C. Asri Budiningsih, dan Kastam Syamsi, "*Textbooks Based on Local Wisdom to Improve Reading and Writing Skills of Elementary School Students*", International Journal of Evaluation and Research in Education (IJERE), Vol. 10, No, 3 (September 2021): 886–92. DOI: https://doi.org/10.11591/ijere.v10i3.21683

[9] Laila Faoziyah dan Nailul Izzah, "*Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum | Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kelas XI Berdasarkan Kurikulum 2013*", Mantiqu Tayr: Journal of Arabic Language, Vol. 1 No. 2 (Juli 2021): 117–132. DOI: https://doi.org/10.25217/mantiqutayr.v1i2.1480

[10] Zaid, dkk., "*Development of the 'al-Insya' Textbook Based on Contextual Teaching and Learning (CTL) to Improve Students' Writing Skills,*"Vol. 2, No, 1 (Proceeding of International Conference on Arabic Language, Malang, Jawa Timur: INCALA, t.t.). https://prosiding.arab-um.com/index.php/Incala/article/view/1310/1263

[11] Aufa Alfian Musthofa dkk., "*Efektivitas Media Pembelajaran Kotak Kartu Misterius (KoKaMi) untuk Meningkatkan Hasil Belajar Siswa pada Pelajaran Muthala'ah*", Mantiqu Tayr: Journal of Arabic Language, Vol. 04, No. 2 (Juli 2024): 517–533. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4671

[12] Anisa Novi, "*Efektivitas Metode Insya' Muwajjah dalam Meningkatkan Maharah Kitabah,*" Skripsi, Kudus, (Kudus: STAIN Kudus, 2017), hlm. 67.

[13] Muhammad Ali Al-Khuliy, "*Asalib Ta'liem Al-Lughah Al-Arabiyah*", (Yordania: Dar Al-Falah, 2000), hlm. 65.

[14] Mahmud Rusydi Khathir, "*Turuq Tadries Al-Lughah Al-Arabiyah Wa Al-Tarbiyah Al-Diniyah Fi Dhau-i Al-Ittijahaat Al-Tarbawiyah Al-Haditsah*", (Kairo: Dar Al-Ma'rifah, 1983), hlm. 34-54.

can make it easier for teachers and students to increase the effectiveness of the Maharah Kitabah. The following is a list of literature reviews that were used as the basis for research development: Dwi Khoirotun Nisa' and Jauharotun Ni'mah[15] with the title "Development of Maharah Kitabah Teaching Materials Based on Character Education for Students of the STAI At-Tanwir Bojonegoro Arabic Language Education Study Program." Data collection used interview, observation, tests, questionnaires, and documentation methods. The data analysis technique uses the t-test. The product is a teacher's handbook. The book is designed to effectively increase the understanding of the book where there is a significant increase between the Pre-Test and Post-Test scores after two tests (78.0 < 86.0), namely the Post-Test score is greater than the Pre-Test score by 10% (effective).

Then research from Athifah Saifur Rahman 2019[16] with the title "Insya' Textbook Design for Class II Students (SMP Class VIII) at the Nurul Huda Pekandangan Islamic Boarding School, Sumenep, Madura". Research and Development (R&D), using the Borg and Gall Model. Data collection uses interview methods, observation, tests, questionnaires, and documentation. The data analysis technique uses the t-test. The product is a teacher's handbook. The book is designed to effectively increase the understanding of the book where there is a significant increase between the Pre-Test and Post-Test scores after two tests (4.93 < 7.13), namely the Post-Test score is greater than the Pre-Test score by 25% (effective).

Furthermore, research produced by Nirhamna Hanif Fadhilah 2021[17] with the title "Insya' Textbook Design Based on Error Analysis for Class II (SMP Class VIII) Students at Pondok Ar-Rahmah Samarinda". Research and Development (R&D), using the Borg and Gall Model. Data collection uses interview methods, observation, tests, questionnaires, and documentation. The data analysis technique uses the t-test. The product is a teacher's handbook. The book is designed to effectively increase the understanding of the book where there is a significant increase between the Pre-Test and Post-Test scores after two tests (7.3 < 8.8), namely the Post-Test score is greater than the Pre-Test score by 15% (effective).

Then the research carried out by Martan 2020[18] entitled "Imla' Textbook Design to Improve the Maharah Kitabah for Class VII Students of Madrasah Tsanawiyah Ihya' Ulumuddin Samarinda". Research and Development (R&D), using the Borg and Gall Model. Data collection uses interview methods, observation, tests, questionnaires, and documentation. The data analysis technique uses the t-test. The product is a teacher's handbook. The book is designed to effectively increase the maharah of the book (imla') where there is a significant increase between the Pre-Test and Post-Test scores after two tests (7.9 < 6.69), namely the Post-Test score is greater than the Pre-Test score by 12% (effective), but in this third research there is a difference in the research object of maharah, namely Imla', while the researcher's object is Insya'.

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[15] Dwi Khoirotun Nisa' dan Jauharotun Ni'mah, "*Pengembangan Bahan Ajar Maharah Kitabah Berbasis Pendidikan Karakter Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab STAI At-Tanwir Bojonegoro*" Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, Vol. 9, No, 1 (Juni 2017): 49–68. DOI: https://doi.org/10.24042/albayan.v9i1.1241

[16] Athifah Saifur Rahman, "*Desain Buku Ajar Insya' ntuk Siswa Kelas II (SMP Kelas VIII) di Pondok Pesantren Nurul Huda Sumenep Madura,*" (Ponorogo: Universitas Darussalam Gontor, 2019), hlm. 178.

[17] Nirhamna Hanif Fadhilah, "*Desain Buku Ajar Insya' Berdasarkan Pada Analisis Kesalahan untuk Siswa Kelas II (SMP Kelas VIII) di Pondok Ar-Rahmah Samarinda,*" (Ponorogo: Universitas Darussalam Gontor, 2021), hlm. 170.

[18] Martan, "*Desain Buku Ajar Imla' untuk Meningkatkan Maharah Kitabah untuk Siswa Kelas VII Madrasah Tsanawiyah Ihya' Ulumuddin Samarinda,*" (Ponorogo: Universitas Darussalam Gontor, 2020), hlm. 165.

Furthermore, research was conducted by Marheni Br Maha[19] with the title "Insha'-Based Textbook Design." *Contextual Teaching and Learning (CTL)* "To Improve the Writing Skills of Class II Students at the Mawaridussalam Islamic Boarding School, South Sumatra." Research and Development (R&D), using ADDIE. Data collection uses interview methods, observation, tests, questionnaires, and documentation. The data analysis technique uses the t-test. The product is a teacher's handbook. The book is designed to effectively increase the understanding of the book where there is a significant increase between the Pre-Test and Post-Test scores after two tests (7.66 < 8.70), namely the Post-Test score is greater than the Pre-Test score by 10% (effective).

Based on the explanation above, this article will examine the design of the Insya' textbook to improve the writing skills of Class IV Regular and III Intensive TMI PP.Al-Amien Prenduan students. This research was conducted at TMI PP. Al-Amien Prenduan, which is one of the Islamic boarding schools that instills language discipline among female students for 24 hours continuously and in a planned manner both in class and outside of class.[20]

Method

As formethod used in this research is the Research & Development (R&D) research method. Research and development methods can be interpreted as methods that aim to produce products and carry out tests on the products that have been produced.[21] In this research, researchers used a product design developed by Borg & Gall which has several stages, namely previous research, data collection, product planning and design, product improvements from experts, product design improvements, pre-test and first post-test/limited, product improvement, second/extensive pre-test and post-test trials, product improvement, and final assessment/final results.

Testing the validity of Insya' products or teaching materials produced is carried out in several stages, namely: review expert, trial on the first student (limited), trial on the second student (more extensive). The researchers used instruments in the form of questionnaires, tests and interview guides in collecting data. Meanwhile, the analysis techniques used in the Insya' textbook design research include qualitative descriptive analysis and quantitative descriptive analysis. Qualitative descriptive analysis is used to process the data obtained from the results review and interviews by grouping the information obtained, in the form of input, responses, criticism and suggestions. Meanwhile, quantitative descriptive analysis is used to process data obtained through questionnaires and tests, namely Pre-Test & Post-Test trials in the form of descriptive percentages. The deductive test on student grades is used Non-Parametric Test with the Wilcoxon Test (values or scores are not normal and not homogeneous).[22]

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[19] Marheni Br Maha, "*Desain Buku Ajar Insya' Berbasis Contextual Teaching and Learning (CTL) untuk Meningkatkan Keterampilan Menulis Siswa Kelas II Pondok Pesantren Mawaridussalam, Sumatera Utara*," (Ponorogo: Universitas Darussalam Gontor, 2023), hlm. 160.

[20] Muhammad Idris Jauhari, *TMI Tarbiyatul Mu'allimien Al-Islamiyah, Apa, Siapa, Mana, Kapan, Bagaimana, dan Mengapa?*, ketujuh, (Prenduan Sumenep: Mutiara Press, 2021), hlm. 14.

[21] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif & RnD,* (Bandung: Alfabeta, 2014), hlm. 155-156.

[22] Ihwan Mahmudi, *Evaluasi Pendidikan*, 1st edn, (Yogyakarta: Lintang Books, 2020), hlm. 56.

Result and Discussion

The results of this research were through two pre-test and post-test trials on 40 students as research samples. The scores obtained by students increased significantly, namely 20% with a Pre-Test of 5.50 and a Post-Test of 7.68. The results of the Pre-Test scores for students in class IV Regular and III Intensive are as follows:

Table 1. Pre-Test Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	7,5	15,0	15,0
	5	10	12,5	25,0	40,0
	6	22	27,5	55,0	95,0
	7	2	2,5	5,0	100,0
	Total	40	50,0	100,0	
Missing	System	40	50,0		
Total		80	100,0		

Based on the table 1, it is found thatthe results of the Pre-Test given to 40 students as samples in the research as a score of 4 with a total of 6 students, a score of 5 with a total of 10 students, a score of 6 with a total of 22 students, and in the Pre-Test and the highest score achieved was a score of 7 with a total of 2 students. After carrying out the pre-test, female students will be given treatment, namely being taught Insya' material using products or teaching materials that have been designed by researcher.

The Post-Test scores achieved by students are as follows:

Table 2. Post-Test Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	13	16,3	32,5	32,5
	8	27	33,8	67,5	100,0
	Total	40	50,0	100,0	
Missing	System	40	50,0		
Total		80	100,0		

Based on the table 2, it is found thatthe results of the Pre-Test given to 40 students as samples in the researchasa score of 7 with a total of 13 students, and the highest score achieved was a score of 8 with a total of 27 students. Thus, it can be concluded that students' scores increased in the Post-Test or after being given treatment, namely learning using products or teaching materials that had been designed by researchers. This is in line with the following data:

Table 3. Average value

	N	Mean
Pre-Test	40	5,50
Post-Test	40	7,68

Based on the table 3, it is found thatthecomparison of Pre-Test and Post-Test results for students in Class IV Regular and III Intensive is 20% (increased significantly) and this can also be seenfrom the following diagram:
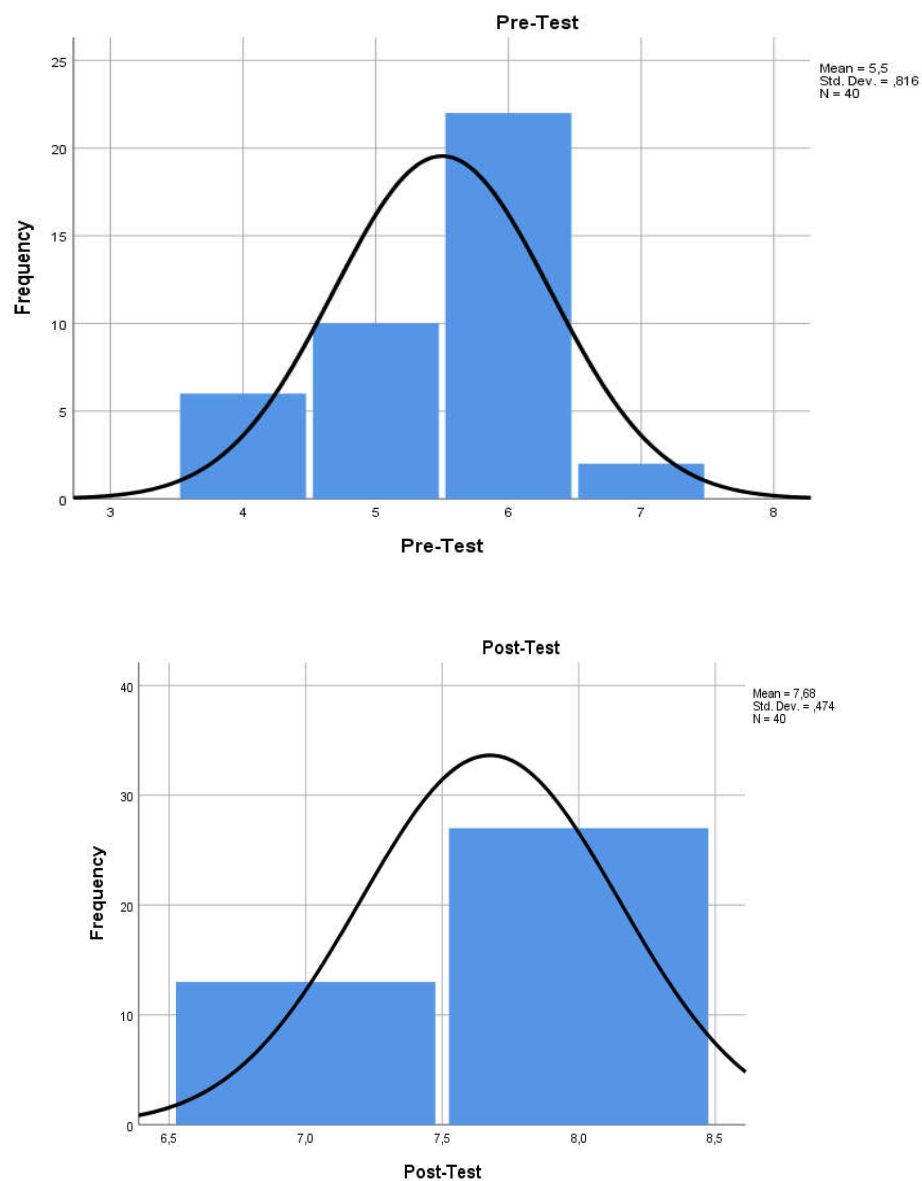

Figure 1. Diagram Pre-Test & Post-Test

Based on the Figure 1, it is found thatthe Insya' teaching products or materials that have been designed by researchers are effective in improving students' writing skills.

This research discusses two important things, namely improving students' writing skills by using the Insya' textbook which has been designed using tests, where tests are one of the standards for success in learning Arabic and standards for students' abilities[23] including writing skills. The tests in this research used Pre-Test & Post-Test trials, and the second most important thing was the design of the Insya' material textbook, where textbooks are one of the supports for

success in learning Arabic.[24] This was agreed by Barkah Nur Faizah and her colleagues that one of the successes of the learning process, especially learning Arabic writing skills, lies in the media used.[25] The media referred to in this research is the Insya' material textbook which is designed according to the student's ability level.

The Insya' material textbook has been designed in such a way by researchers, it contains 10 titles which have been adjusted to the student's ability level and the limits of the Nahwu teaching material, as well as 15 forms of practice questions which are divided into 10 titles. Among the titles that have been determined in the Insya' textbook are العمل أساس النجاح with question practice form as follows:

Table 4. Practice Questions

التدريب (١)	كون جملة مفيدة فيها التركيب الإضافي!
	الإجابة:
	١. قَرَأْتُ كُرَّاسَةَ الْخِطَابَةِ
التدريب (٢)	صف هذه الصور بكتابة جملة مفيدةفيها التركيب الإضافي!
	الإجابة:
	١. قَرَأَ مُحَمَّدٌ كِتَابَ الْفِقْهِ
التدريب (٣)	ترجم ما يأتي إلى اللغة العربية الصحيحة! 1. Sejujurnya Islam adalah agama damai/ kedamaian
	الإجابة:
	١. الْحَقُّ وَيُقَالُ إِنَّ الْإِسْلَامَ هُوَ دِيْنُ السَّلَامِ

Based on the table 4, it is found thatthe form of practice questions, including making sentences, describing pictures, and translating from Indonesian into Arabic properly and correctly.

The Pre-Test & Post-Test test or trial scores experienced a significant increase, namely 20% with a Pre-Test of 5.50 and a Post-Test of 7.68. The value that shows the student's results

[24] Kokom K., dan Saripudin D., "*The Influence of Living Values Education-Based Civic Education Textbook on Student's Character Formation*," International Journal of Instruction, Vol. 11, No, 01 (2018): 395–410. DOI: https://doi.org/10.12973/Iji.2018.11127a

[25] Nur Fauziah Barkah, dkk., "*Analysis of Textbook 'Aku Cinta Bahasa Arab': Cognitive of Taxonomy's Bloom*," Ijaz Arabi: Journal Arabic Learning, Vol. 4, No, 2 (2021): 228–41. DOI: https://doi.org/10.18860/Ijazarabi.V4i2.10826

or grades is not enough with the Pre-Test and Post-Test, but also requires testing requirements which include normality and homogeneity tests as follows:

Table 5. Test of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Nilai	Pre-Test 2	,330	40	,000	,808	40	,000
	Post-Test 2	,428	40	,000	,591	40	,000

a. Lilliefors Significance Correction

Based on the table 5, it is found that the value is not normal (0,000 < 0,05) namely 0,000 smaller than 0,05.

Table 6. Test of Homogenetity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Nilai	Based on Mean	14,244	1	78	,000
	Based on Median	3,884	1	78	,052
	Based on Median and with adjusted df	3,884	1	66,199	,053
	Based on trimmed mean	14,506	1	78	,000

Based on the table 6, it is found that the value is not homogeneous (0,000 < 0,05) namely 0,000 smaller than 0,05.

After carrying out the conditional tests (normality and homogeneity tests), a deductive test is carried out. Based on abnormal and non-homogeneous values or scores, a deductive test is used *Non-Parametric Test* with the Wilcoxon Test, this can be seen in the following table:

Table 7. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	40[b]	20,50	820,00
	Ties	0[c]		
	Total	40		

a. Post-Test < Pre-Test
b. Post-Test > Pre-Test
c. Post-Test = Pre-Test

Based on the table 7, it is found that the value of 0.00 < 0.05, which means the hypothesis is accepted.

The deductive test on student grades is used *Non-Parametric Test* with *Wilcoxon Test* (a value or score that is not normal and not homogeneous) which produces a value of 0.00 < 0.05 means that the hypothesis is accepted.

Apart from the Pre-Test and Post-Test trials to determine the improvement in students' writing skills, there is one important thing which is also at the core of the discussion of this research, namely product design or teaching materials, Insya'. Before product designs or teaching materials are used in learning students' writing skills, the product must go through the stages of product validation from the Validator and improvements. The Insya' material product or textbook consists of 10 titles with 15 forms of practice questions and is divided into 10 Insya' titles which have been adjusted to the student's ability level according to Muhammad Ali Al-Khuliy's theory. Insya's product or teaching material validity test includes 3 aspects, namely the suitability of the content or material, the validity of the language, and the graphic or appearance design.[26] Apart from that, researchers also obtained a value for the suitability of the product to be used in learning Insya' material for classes IV Regular and III Intensive through a questionnaire distributed to teachers.

The results of the products that have been designed by researchers can be seen in the following figure:

Figure 2. View of the Front and Back Cover of the Insya' Textbook

Based on the figure 2, it is found that the front and back cover designs of Insya' textbook for classes IV Regular and III Intensive TMI Al-Amien Prenduan.

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[26] Sugiyono, *Statistika untuk Penelitian,* (Bandung: Alfabeta, 2019), hlm. 97.

Figure 3. Display Contents or Textbook Content Insya'

Based on the figure 3, it is found that the Display Contents or Textbook Content Insya' for classes IV Regular and III Intensive TMI Al-Amien Prenduan consist of core papers, Arabic language rules and practice questions.

The results of the validity test questionnaire from the content or material suitability aspect showed a result of 98.3%, meaning it was included in the very good category. The results of the presentation validity validity test questionnaire showed a result of 94.5%, meaning it was included in the very good category. Then the results of the validity test questionnaire on the language aspect showed a result of 96.6%, meaning it was included in the very good category. Then continued with the results of the validity test questionnaire on the graphic design aspect showing a result of 96.6%, meaning it is included in the very good category and requires several improvements, including maximizing the use of color in printed textbooks.

Based on each validity test value for each aspect, it can be seen that the overall validity test value of the Insya' textbook design is 96.5%, meaning that the value is in the very good category and requires revision or improvement as necessary.

The results of the product's suitability for use in learning Insya' material for classes IV Regular and III Intensive through a questionnaire distributed to teachers showed a result of 96%, which can be interpreted as being in the very good category and suitable for use in learning Insya' material.

To explain the results of Insya' textbook design to improve students' writing skills using the borg & gall method, and data analysis using Non-Parametric Test with Wilcoxon Test. The following is an explanation of the increase in students' writing skill scores:

First: the core paper at the beginning of the chapter is able to increase students' understanding of Arabic in written form with the help of vocabulary and sentence elements. Secondly: The Arabic language rules that are placed after the main paper can make students understand that the papers and practice questions contained in the Insya' textbook are a match between the Insya' material and the Nahwu material taught to students.

This finding is in accordance with Abdul Hamid[27] which says that ta'bir tahriri ibdai is the ability to express ideas,ideas, thoughts and feelings into Arabic writing correctly, logically and systematically according to the rules.

Thirdly: Various forms of practice questions are a strategy for improving students' writing skills as stated in the Insya' textbook, namely 15 practice questions distributed into 10 titles or chapters as a strategy for understanding students and improving students' skills.

This finding is in accordance with Taufik[28] which says that there are several activities that can be applied in guided writing or muwajjah, including: picture description, picture sequence essay, formal practice, making summary, making connections, note writing, replying to letters, advertising, replying to envertsements, half dialogues, and others.

From the description above regarding the results of the Pre-Test and Post-Test trials which experienced an increase and the results of product validation, it can be concluded that the Insya' product or teaching materials are effective in improving the writing skills of students in class IV Regular and III Intensive TMI PP. Al-Amien Prenduan and is suitable for use as a special textbook in learning material Insya'.

Closing

Based on the results of data analysis as described above, it can be concluded that Insya' textbooks can specifically improve students' writing skills with various strategies that can be applied in Insya' textbooks, including the presence of core papers and good and correct Arabic language rules in each title or chapter and various forms of practice questions. Like picture description, picture sequence essay, formal practice, making summary and others. To measure the improvement in students' writing skills and the effectiveness of the textbooks taught to students, it can be seen from the tests that have been given to students with data analysis using Non-Parametric Test with Wilcoxon Test with the results of the Pre-Test and Post-Test scores 5.50 < 7,68. Then use the deductive test of the value or scores from the students' Pre-Test and Post-Test Non-Parametric Test with Wilcoxon Test (the value or score is not normal and not homogeneous) is 0.00 < 0.05, meaning the hypothesis is accepted. Apart from that, the suitability of textbooks from the results of expert Validator can also be used as an important reference in evaluating the effectiveness of Insya' textbooks. It is hoped that future researchers will be able to develop this Insya' textbook as best as possible according to students' needs and according to their level of writing skills.

Acknowledgment

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[27] Abdul Hamid, *Mengukur Kemampuan Bahasa Arab untuk Studi Islam,* (Malang: UIN Maliki Press, 2013), hlm. 74.

[28] Taufik, *MI Arabic Language Learning,* (Surabaya: UIN Sunan Ampel, 2016), hlm. 61.

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