Application of Tamyiz Method in Improving Maharah Kitabah

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ABSTRACT: Application of Tamyiz Method in Improving Maharah Kitabah. This study aims to increase the maharah kitabah of the tenth-grade students of MA Plus Nururrohmah Kebumen by applying the Tamyiz method. This research is a type of Classroom Action Research (CAR) which is carried out in cycles (cycles) in two cycles of action and consists of four stages as follows: 1). Planning 2). Action, 3). Observing, and 4). Reflecting. Data collection techniques were in the form of tests and non-tests, while the research instruments included pre-test items, post-test items, observation sheets, and interviews. The data analysis technique is descriptive comparative by comparing the learning outcomes in the pre-cycle, Cycle I, and Cycle II. The results showed that the taharah ketubah could be improved using the Tamyiz method, which can be used as an alternative to learning Maharaj ketubah. This is evidenced by an increase in student learning outcomes reaching the KKM. Student activity in the first Cycle of the first meeting was 75% in the excellent category, and at the second meeting increased to 82% in the outstanding category. The percentage of student activities in the second Cycle of the first meeting was 89 in the outstanding category; in the second meeting, the percentage was 93% in the outstanding category. The average student activity in the second Cycle is 91%, with an outstanding category. Based on these results, the "Tamyiz" method can increase the Maharah Kitabah.

KEYWORDS: Tamyiz Method, Writing Application, Arabic Language, Maharah Kitabah

I. INTRODUCTION

Arabic is one of the official languages used in international meetings, assemblies, and documents of the United Nations or other international organizations (Gafur & Switri, 2020). Therefore, mastery of Arabic is an important thing to do by the Indonesian people and is not limited to its use only for religious purposes (Sauri, 2020). Arabic language learning is currently experiencing very rapid development. Arabic is not only taught in Islamic-based Islamic boarding schools but has been in great demand by groups outside the pesantren (Susiawati, 2022).

Arabic is taught in Islamic-based educational institutions, even becoming a compulsory subject. It is taught from the level of Madrasah Ibtidaiyah (Elementary School) to Higher Education which refers to the curriculum of the Ministry of Religious Affairs (Ashour, 2020). Arabic institutions or courses have sprung up that offer various methods with course offerings in a short time and are proficient in Arabic (Khumairoh, 2020). This shows that Arabic is increasingly in demand by the public, even though, in reality, Arabic learning is more complicated than other languages (Shendy, 2019).

In Arabic language learning, the skills (maharah) taught are listening skills (maharah al-istima'), speaking skills (maharah al-kalam), reading skills (maharah al-qira'ah), and writing skills (maharah al-kitabah) (Oueslati et al., 2020). So far, the most challenging skill students face is writing skills (Gafur &; Switri, 2020). Writing is using written language patterns to express an idea or message. The writing consists of a series of meaningful letters with the completeness of writing symbols, such as spelling and fluctuations (Khumairoh, 2020).

The purpose of the taharah ketubah is, among others, to understand various written discourses. In addition, able to express various kinds of thoughts, ideas, opinions, and feelings in various writings. Maharah ketubah also aims to improve intellectual ability, emotional maturity, and social maturity and to improve students' ability to communicate in writing and use language for various purposes (Rahmawati, 2021). Elements of al-kitabah include al-kalimah, al-sum, al-faqrah, and al-uslub. The aspects are al-qawaid (nahwu and sharf), imla', and khat (Rifa, 2021).

Maharah kitabah is the highest maharah among other maharah (al-istima', al-qira'ah, and al-kalam). In learning Maharaj al-ketubah, many obstacles are faced by Arabic teachers, including minimal vocabulary and difficulty in making sentences due to

Application of Tamyiz Method in Improving Maharah Kitabah

the need for more understanding of nahwu and sharf (Muhammad Hamdan, 2019). Based on observations, researchers found that there needed to be more student motivation, as well as the use of monotonous and less varied learning methods. The obstacles in learning Maharaj ketubah can be seen from the daily test results of students who are still low, and many do not reach KKM.

Based on the data obtained by the author, 75% (21 students) have yet to reach KKM, and 25% (7 students) have completed KKM. About the understanding of nahwu sharf in supporting Maharaj ketubah here, the author tries to conduct research using the Tamyiz method. According to Sumardi, one aspect that is often highlighted is the method. The success or failure of a language teaching program is often judged by the method used because it is the method that determines the content of language teaching (Baroroh &; Tolinggi, 2020).

The Tamyiz method is a formulation of the basic theory of quantum nahwu sharf, which is included in the Arabic for Specific Purpose (ASP) category with a straightforward target, namely from childhood elementary / MI children and beginners (i.e., anyone who can read the Qur'an) are good at reading, touching, and writing (imla) the Qur'an and the yellow book (Hidayat, 2022). The material (maddah) taught in the Tamyiz method is a formulation of nahwu sharf theories spread across various nahwu-sharf books that are widely found and studied in Islamic boarding schools and particular institutions that study Arabic studies that have been compiled and become the basic theory in learning nahwu sharf (Qudsi &; Anugrah, 2021). The Tamyiz method is easy and fun to teach because teaching uses memory channels in the form of popular songs so that it is easy to memorize and, of course, liked by children.

In addition, this method also emphasizes the aspect of writing (imla'), the Qur'an, and the yellow book. Hence, this method will likely improve students' skills in writing (taharah al-ketubah). Based on this background, the author is interested in researching the Application of the Tamyiz Method in Improving Maharah Kitabah for Class X Students of Madrasah Aliyah Plus Nururrohmah Kebumen. This method is expected to increase the taharah ketubah of grade X MA Plus Nururrohmah Kebumen students.

Based on the background explanation above, there are similar themes from the latest research, including research conducted by (Fauzi &; Thohir, 2021) titled "Learning Arabic Calligraphy to Improve Maharah Al-Kitabah". Furthermore, another study (Munawarah &; Zulkiflih, 2021) wrote: "Learning Writing Skills (Maharah al-Kitabah) in Arabic." Finally, the research entitled "Maharah Kitabah in Arabic Language Learning" (Rathomi, 2020). The three previous studies have similar discussions: how to improve Maharaj kasbah with various methods. However, the location of the difference and novelty value of this research is the improvement of Arabic writing skills with the Tamyiz method for students. Therefore, this study aims to analyze how the tamyiz method improves Arabic writing skills for grade X students of Madrasah Aliyah Nurrohmah Kebumen.

II. METHOD

This research is field research with a descriptive qualitative approach. This research was conducted in class X IIS (Social Humanities) Madrasah Aliyah Plus Nururrohmah, Kebumen. The research was conducted from June 1-July 1, 2022, with the subjects of 28 students consisting of 16 women and 12 men. This research was carried out in as many as 2 cycles with 4 meetings, and a test was held at the end of the Cycle. 2 peer observers assisted researchers in observing the activities of teachers and students during the teaching and learning process. Every learning is carried out by applying the Tamyiz method. This research is class action research (PTK), while the design of class action research (PTK) is a cycle model that implements two cycles, namely Cycle I and Cycle II. Each Cycle consists of a planning, implementation, observation, and reflection stage. The observations and reflections in Cycle I improved the learning process of Cycle II (Jacub, 2019).

The data obtained from this study are data on writing ability (maharah) obtained through tests conducted at the end of each Cycle and observation data on teacher and student activities. This research instrument consists of learning tools and data collection instruments. Learning tools consist of syllabi, lesson plans, and LKS. The data collection instrument consists of a writing ability test (taharah ketubah), an interview, and an observation sheet. Data collection techniques are obtained using tests, interviews, documentation, and observation (observation). The data analysis technique aims to determine the activities of teachers and students during the learning process by applying the Tamyiz method and to observe the extent to which the minimum completeness criteria (KKM) are achieved.

Research data is analyzed through descriptive qualitative, namely data obtained from various sources using various data collection techniques and carried out continuously until the data is saturated. Qualitative data were obtained by applying the Tamyiz method to the results of taharah ketubah guided by observation sheets. Quantitative data is obtained by applying the Tamyiz method from the test results of each Cycle; in this case, researchers use descriptive statistical analysis, namely the average score and completeness of student learning. After the author obtains data through data collection techniques from the research process, the next step is to analyze the data.

Application of Tamyiz Method in Improving Maharah Kitabah

III. RESULTS AND DISCUSSION

1.   Understanding the Tamyiz Method in *Maharah Kitaba* Arabic

The Tamyiz method is one of the methods of learning and teaching Arabic that focuses on understanding and recognizing Arabic letters and grammar rules (Hidayat, 2022). This method aims to assist learners in identifying, distinguishing, and understanding the sounds and shapes of Arabic letters and the grammar used in writing and reading (Azman et al., 2022). In the Arabic language, education has a vital role in introducing and developing students' understanding of Arabic in terms of reading, writing, and understanding in general. One effective method of Arabic language education is the Tamyiz method. This method emphasizes the understanding and recognition of Arabic letters and Arabic grammar rules (Ningrum et al., 2023).

The Tamyiz method utilizes a systematic and structured approach to teaching Arabic to students (Samad, 2022). In its application, this method introduces students to Arabic letters gradually, from the introduction of written forms and pronunciation to examples of their word use. It aims to build a solid foundation for students in understanding and mastering individual Arabic letters (Arafat et al., 2020). In addition, this method also focuses on the correct pronunciation in Arabic. Students are taught to distinguish and master the differences in sounds between similar Arabic letters to pronounce them correctly (Aidah et al., 2023). Students will learn different pronunciation rules, such as nun sukun law, tasted, and others.

Furthermore, the Tamyiz method also helps students understand the rules of Arabic grammar. They are taught basic rules in word formation, the use of nouns, verbs, and correct sentence construction (Hartati, 2023). By understanding these grammatical rules, students can build grammatical sentences and avoid mistakes in using Arabic (Wildan &; Fuad, 2019). The Tamyiz method also integrates writing exercises as an integral part of the learning process. Students will be involved in copying letters and words in Arabic script. Through this exercise, students can develop their writing skills and hone their accuracy in writing Arabic letters correctly (Ilmi, 2021).

In addition, the Tamyiz method also plays a role in developing students' vocabulary. Students will be introduced to new words in Arabic and learn their meanings in relevant contexts (Faridah et al., 2022). Mastery in Arabic vocabulary, students can better express their ideas and thoughts in Arabic. The application of the Tamyiz method in Arabic language education has several advantages. First, it helps students build a solid foundation in understanding Arabic letters, correct pronunciation, and grammatical rules. Second, students can develop their writing skills through structured writing exercises. Third, the Tamyiz method also contributes to developing students' vocabulary, expanding their communication skills in Arabic (Nurfitriani et al., 2020).

2.   Application of Tamyiz Method in *Arabic Maharah Kitaba*

The Tamyiz method is a practical approach to Arabic language education. Through this method, students can understand Arabic letters, correct pronunciation, grammar, and vocabulary development (Hidayat, 2022). With consistent application of the Tamyiz method, students will be able to acquire solid Arabic language skills and be able to communicate well in the language (Aidah et al., 2023). The application of the Tamyiz Method in Writing Arabic is as follows:

a.   Arabic Letter Recognition: The Tamyiz method assists learners in recognizing and understanding the shapes and sounds of each Arabic letter individually. This method involves gradually recognizing letters, from written form and pronunciation to examples of their word use (Wildan &; Fuad, 2019).

b.   Correct Pronunciation: The Tamyiz Method pays excellent attention to the correct pronunciation in Arabic. This method allows learners to identify sound differences between similar Arabic letters and understand different pronunciation rules (Ilmi, 2021).

c.   Understanding Grammar Rules: The Tamyiz Method helps learners understand Arabic grammar rules in a structured manner. It includes basic rules for forming Arabic words, sentences, and constructions. By understanding these rules, learners can structure sentences correctly and avoid grammatical errors (Ilmi, 2021).

d.   Writing Exercises: The Tamyiz Method involves writing exercises to help learners develop writing skills in Arabic. This involves practicing copying letters and words in Arabic form and practicing using grammatical rules in the proper context (Ningrum et al., 2023).

e.   Vocabulary Development: The Tamyiz method also supports vocabulary development in Arabic. Learners are invited to learn new words and their meanings in relevant contexts. This helps learners to expand their understanding of Arabic and improve their writing skills (Nurfitriani et al., 2020).

f.   The Tamyiz method is a practical approach to learning and teaching Arabic, especially regarding recognizing Arabic letters, correct pronunciation, grammatical comprehension, writing practice, and vocabulary development. By applying this method consistently, learners will be able to gain a solid foundation in writing Arabic and be able to expand their language skills over time.

Application of Tamyiz Method in Improving Maharah Kitabah

3.   Comparison of Pre-Cycle with Cycle 1: Meeting 1 and Meeting 2 on Student Activities

The pre-cycle activities in this study were implemented by collecting data that researchers had collected related to strategies, methods, or learning media used in the implementation of taharah ketubah learning in Class X MA Plus Nururrohmah Kebumen Regency. The method used in the pre-cycle is to use a similar method.

The obstacles to the learning process in the pre-cycle are students' lack of enthusiasm, lack of mufradat treasury, and the need to understand the correct rules in writing Arabic. Therefore, many students still need to complete their learning outcomes and have not reached the KKM determined by the madrasah. This can be seen from the 28 students who completed 7 students and the incomplete 21 students. From the information above, it can be concluded that the taharah ketubah results of grade X MA Plus Nururohmah Kebumen students are still low.

Therefore, learning must be planned and packaged as well as possible by choosing the right, engaging, and relevant methods. The method that the author raised in this study is the Tamyiz method which is a method using song walkways in the learning process of nahwu sharf rules and mufradat so. That this method may be exciting and fun to learn, which is likely to be able to help students understand the rules and increase the vocabulary that is a reference in taharah ketubah.

To determine the success of this study, it is necessary to compare the value of the results of taharah ketubah before the Cycle and the value of the results of taharah ketubah cycle 1, meeting 1, and meeting 2. This can be seen in the following comparison table of pre-cycle and cycle I student learning outcomes:

Table 1. Comparison of Pre-Cycle *Maharah* Kitabah Results, Meeting 1 and Meeting 2

No	Value Categories	Average Cycle 1	Average Cycle 2	Cycle 1 and Cycle 2 Increase Percentage
1.	Unfinished KKM	39.3 % (11 students)	0 % (0 students)	39.3 %
2.	Complete KKM	60.7 % (17 students)	100% (28 students)	39.3 %
3.	Same value KKM	3.6 % (1 student)	0 % (0 students)	3.6 %
4.	Value Beyond KKM	57.1 % (16 students)	100% (28 students)	42.9 %
5.	Value below KKM	39.3 % (11 students)	0 % (100 students)	39.3 %

Based on the results of the comparison of pre-cycle Maharaj Kasbah, meeting 1 and meeting 2 in Table 1 above, it shows that in the category of students who have incomplete scores, KKM experienced an average increase of 11 students or 30.9% complete KKM. Furthermore, the KKM complete score category also increased with an average of 17 students or 60.7% complete KKM. In the highest score category, it increased from 75 to 87. Similarly, there is a category of the lowest value experiencing a nation which was initially 50 to 58.

Furthermore, the average grade point of the class, which was initially 59.5, rose to 71. In the same grade category as KKM in the pre-cycle, there were 2 students, but there was an increase in meeting 1 to 3 students, and at meeting 2 decrease to 1 student who had the same score as KKM. Then in the category of scores exceeding KKM, which initially amounted to 5 students, it rose to 18 with scores above KKM. Finally, in the category of scores below KKM, there was an increase from initially, there were 21 students to 9 students with scores below KKM.

The data in Table 1 above show that the tamyiz method can increase the mahram kasbah of grade X students at MA Plus Nurrohmah, Kebumen. This is evidenced by the increased value in all categories ranging from incomplete KKM to values below KKM. Then, to see the results in more detail, the percentage increase in the Cycle at meeting 1 and meeting 2 is described in Table 1 and Figure 2 below:

Table 2. *Percentage* Increase Cycle 1 Meeting 1 and Meeting 2

No	Value Categories	Cycle 1 Meeting 1	Cycle 1 Meeting 2	Percentage Increase in Meeting 1 and 2
1.	Unfinished KKM	39.3% (11 students)	32.1% (9 students)	7.2 %
2.	Complete KKM	60.7 % (17 students)	67.9 % (19 students)	7.2 %
3.	Same value KKM	10.7 % (3 students)	3. 6 % (1 student)	7.1 %
4.	Value Beyond KKM	50% (14 students)	64.3 (18 students)	14.3 %
5.	Value below KKM	39.3 % (11 students)	32.1 % (9 students)	7.2 %

Application of Tamyiz Method in Improving Maharah Kitabah

The comparison between the increase in Pre-action (pre-cycle) with the Average Value of Cycle 1 Meeting 1 and Meeting 2 can be seen in the table below:

Table 3. Pre-Cycle Increase Percentage and Average Cycle Value 1

No	Value Categories	Pre-Cycle	Average Cycle 1	Percentage Increase in initial conditions
1.	Unfinished KKM	75% (21 students)	39.3 % (11 students)	36 %
2.	Complete KKM	25% (7 students)	60.7 % (17 students)	36 %
3.	Same value KKM	7.1 % (2 students)	7.1 % (2 students)	0 %
4.	Value Beyond KKM	17.8 % (5 students)	57.1 % (19 students)	39 %
5.	Value below KKM	75% (21 students)	39.3% (11 students)	36 %

From the table above, it can be seen that in the pre-action, the percentage of students who have not completed KKM is 75% with a total of 21 students, completes KKM 25% with a total of 7 students, the exact value is KKM 7.1% with a total of 2 students, the value exceeds KKM 17.8% with a total of 5 students, and the value is below KKM 75% with a total of 21 students. The average for Cycle 1 Meeting 1 and Meeting 2 are students who have not completed KKM 39.3% (11 students) with a percentage increase of 36%, complete KKM 60.7% (17 students) with an increase of 36%, the exact value of KKM 3.6% (2 students) with a percentage increase of 0%, surpassing KKM 57.1% (19 students) with a percentage increase of 39%, scores below KKM 39.3% (11 students) with a percentage increase of 36%.

From these data, the results of student Maharaj ketubah experienced a significant increase of 60.7%, completed with an increase of 39.3%. However, learning in cycle 1 has not been successful because it has yet reached the target of at least 75% of students who have completed KKM (65). Therefore, it needs to be improved and continued in the next Cycle.

Based on the observations made in Cycle I, the condition of class X MA Plus Nururrohmah Kebumen students, as observed by researchers through observation, can be concluded that students feel pretty happy to learn Arabic, especially in taharah ketubah. Students are more active in learning than pre-action, but some are still passive, especially in discussing and expressing opinions. Students are more enthusiastic about learning, but some could be more enthusiastic. Students do not feel bored in learning but have not-so-visible cheerful faces of students in learning. Some students have not been able to understand the mufradat and rules of Arabic well, and the learning outcomes of many students have yet to reach KKM.

4.   Results of Pre-Cycle Comparison with Cycle 1: Meeting 1 and Meeting 2 on Teacher Activities

In this Cycle, teacher activities also become better than in pre-action. As for the observations of peer observers in Cycle I, among others: teachers master learning material more but not optimally; Learning methods are getting more and more enjoyable; The strategy used is better but not optimal; Teachers have not managed learning time well. So, in order to respond to the above, it is necessary to make improvements among them:

a.   Provide motivation and guidance to fewer active students.
b.   Maximize learning methods.
c.   Improve and improve learning strategies.
d.   Explains the Tamyiz method.
e.   Emphasize evaluation to measure learning outcomes.
f.   Prepare carefully in Cycle II so that the shortcomings in Cycle I will be avoided.

The percentage of teacher and student activities in learning can be seen in the following diagram:
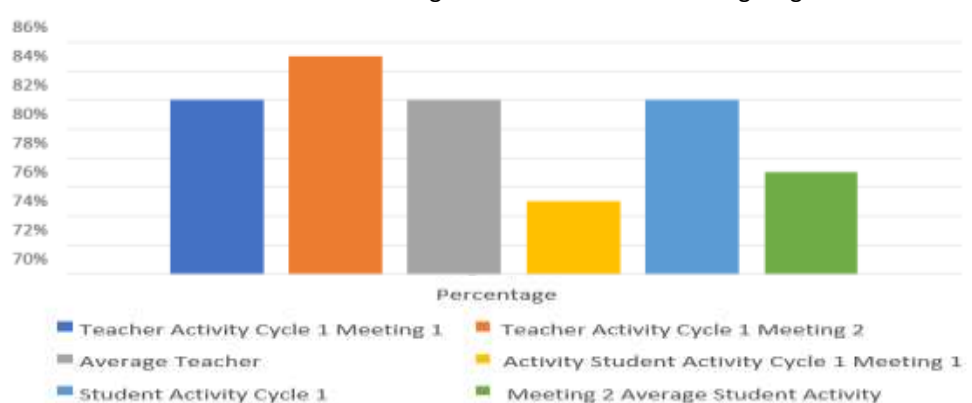

Figure 3. Teacher and Student Activities

Application of Tamyiz Method in Improving Maharah Kitabah

Based on the data in Figure 3 above, the activities of teachers and students are said to be good. Teacher activity in clause 1 meeting 1 by 82% increased to 85% in cycle 1 meeting 2. So the Tamyiz method, when viewed in increased teacher activity, can affect the level of student activity. As shown in Figure 3 above, cycle 1 meeting 1 student activity is 75% to 80% in cycle 1 meeting 2.

5.   Comparison of Pre-Cycle with Cycles 1 and 2: Meeting 1 and Meeting 2 on Student Activities

To determine the success of applying the Tamyiz method in improving students' maharah kitabah, *it is necessary to compare the* learning *outcomes of* cycle 1 with cycle 2, which will be explained in the following table:

Table 4. Comparison of Maharah *Kitabah* Results Cycle 1 and Cycle 2 Meeting 1 and 2

No	Category	Cycle 1	Cycle 2	Cycle 2	Average
1.	Unfinished	39.3 % (11	10.7 % (3 students)	0 % (0 students)	0% (0 students)
2.	Complete (= /> KKM)	60.7 % (17	89.3 % (25 students)	100% (28 students)	100% (28 students)
3.	Value	86	90	95	92
4.	Value	56	60	75	67
5.	Average	69	76	85	79
6.	A value equal to KKM	3.6 % (1	0 % (0 students)	0 % (0 students)	0% (0 students)
7.	Value beyond KKM	57.1 % (16	89.3 % (25 students)	100% (28 students)	100% (28 students)
8.	Value below KKM	39.3 % (11	10.7 % (3 students)	0 % (100 students)	0% (100 students)

The following author presents the percentage increase in the value of maharah kitabah cycle 2 meetings 1 and 2 explain in Table 5 as follows:

Table 5. Percentage Increase in Value of Cycle 2 Meetings 1 and 2

No	Value Categories	Cycle 2 Meeting 1	Cycle 2 Meeting 2	Percentage Increase cycle 2 meetings 1 and 2
1.	Unfinished KKM	10.7 % (3 students)	0 % (0 students)	10.7 %
2.	Complete KKM	89.3 % (25 students)	100% (28 students)	10.7 %
3.	Same value KKM	0 % (0 students)	0 % (0 students)	0 %
4.	Value Beyond KKM	89.3 % (25 students)	100% (28 students)	10.7 %
5.	Value below KKM	10.7 % (3 students)	0 % (100 students)	10.7 %

The comparison between the average increases of cycle 1 with the average value of cycle 2 can be seen in the following table and diagram:

Table 6. Percentage Increase in Cycle 1 and Cycle Average Value 2

No	Value Categories	Average Cycle 1	Average Cycle 2	Cycle 1 and Cycle 2 Increase Percentage
1.	Unfinished KKM	39.3 % (11 students)	0 % (0 students)	39.3 %
2.	Complete KKM	60.7 % (17 students)	100% (28 students)	39.3 %
3.	Same value KKM	3.6 % (1 student)	0 % (0 students)	3.6 %
4.	Value Beyond KKM	57.1 % (16 students)	100% (28 students)	42.9 %
5.	Value below KKM	39.3 % (11 students)	0 % (100 students)	39.3 %

From the table above, in cycle 1, the percentage of students who have not completed KKM is 39.3% (11 students), complete KKM 60.7% (17 students), the same score KKM 3.6% (1 student), the score exceeds KKM 57.1% (16 students), and the score below KKM 39.3% with (11 students). The average for Cycle 2 Meeting 1 and Meeting 2 are students who have not completed KKM 0% (0 students) with a percentage increase of 39.3%, complete KKM 100% (28 students) with an increase of 39.3%, the same value KKM 0% (0 students) with a percentage increase of 3.6%, surpassing KKM 100% (28 students) with a percentage increase of 42. 9%, score below KKM 0% (11 students) with a percentage increase of 39.3%. From these data, the results of student Maharaj ketubah experienced a significant increase of 60.7%, completed with an increase of 39.3%. Learning in Cycle II is said to be successful and has experienced a significant increase because it has reached the target of 100% of students who

Application of Tamyiz Method in Improving Maharah Kitabah

have completed KKM (65). Therefore it can be said that the Tamyiz method is very significant in increasing students' Maharaj ketubah.

Based on the results of observations and evaluations of the application of the Tamyiz method in improving maharah kitabah in Cycle II are:

a.   Students feel happy and excited about learning Arabic, especially in taharah ketubah.
b.   Students are more active in learning.
c.   Students are more enthusiastic about learning; it can be seen from the cheerful and energetic look on their faces.
d.   Students are more active in discussing and dare to respond to their friends' questions.
e.   Students do not feel bored learning because learning methods and strategies are interesting.
f.   Students find it easier to understand Arabic mufradat and rules, making it easier to write Arabic (Kitabah).

Students are more creative because they are supported by the learning methods used by the teacher. The teacher's activity is also better than in cycle 1, as for the observations of peer observers in cycle 1 are:

a.   Teachers master learning materials better.
b.   The learning method is getting more interesting because it has been improved and perfected.
c.   The learning strategies used are better and more enjoyable.
d.   The learning process runs on time.
e.   Teachers are getting better at managing learning.

The percentage of teacher and student activities can be seen in the following diagram:
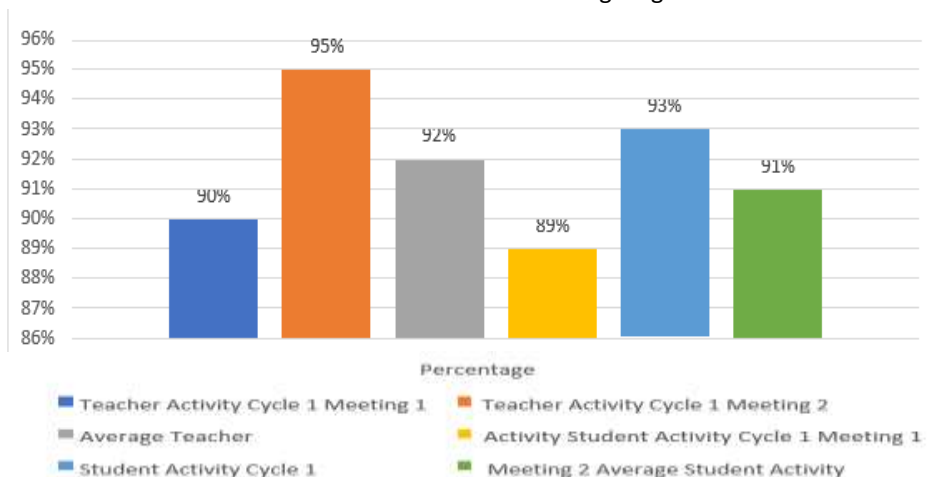

Figure 6. Teacher and Student Activities in Cycle 2

From the diagram above, the activities of teachers and students are perfect. The results mentioned above, then the results of student learning in taharah ketubah through the application of the Tamyiz method to class X MA Plus Nururrohmah Kebumen students, are stated to be able to improve student Maharaj ketubah; the increasing learning outcomes of students in each cycle evidence this. Cycle I has 60.7% completeness, while the second Cycle has 100% completeness.

IV. CONCLUSIONS

From the results of the research that has been carried out, it can be concluded that the application of the Tamyiz method can increase the maharah kitabah of MA Plus Nururrohmah Kebumen students, it is shown by the average in the first Cycle increased by 36% to 17 students who completed (60.7%) with an average grade score of 69, while in the second Cycle, the average increased by 39.3% to 28 students (100%) with an average grade score of 79. The percentage of teacher activity in the first Cycle of the first meeting was 82%, with a good category. At the second meeting, the percentage increased to 85% in the excellent category. The average percentage of teacher activity in the first Cycle is 82% in the excellent category. Student activity in the first Cycle of the first meeting was 75% with a good category; in the second meeting, it increased to 82% with an outstanding category. The average of the first and second meetings was 77% in the excellent category. The activity of the second cycle teacher of the first meeting was 90% with the excellent category; the second meeting increased to 95% with the outstanding category. The average activity of the second cycle teacher percentage is 92.5%, with an outstanding category. Student activity in the second Cycle of the first meeting was 89 with an outstanding category, and in the second meeting, a percentage of 93% with an outstanding category. The average activity of the second cycle students is 91%, with an outstanding category.

Application of Tamyiz Method in Improving Maharah Kitabah

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