

Taftisyul Kutub in Developing Student Skills in Junior High School

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Abstract

Keywords:

Taftisyul Kutub,
Student Skills,
Responsibility.

One of the frequent challenges Raudlatul Ulum Junio High School faces is the minimal attitude of care and compliance of students in doing the tasks received from teachers. As an educator, overcoming the existing challenges and implementing a decent solution to solve them is vital. The key is placed to hold a Taftisyul Kutub, where passing the Taftisyul Kutub examination is a prerequisite for following the written test. This research aims to examine in depth the implementation of the Taftisyul Pole and the skills that students generate from its performance. Qualitative research uses a participatory qualitative approach, where data collection techniques include observations, interviews, and documentation. Data is then analyzed based on data reduction components, data measurement, conclusion drawings, and verification to determine its validity using triangulation. The researchers' findings suggest that Taftisyul Polub is a strategy to reduce student disobedience. As for the skills acquired by students from the Taftisyul Kutub maintenance, that is, the development of collaborative skills, improved student understanding, the development of speaking and opinion skills, motivation, and student involvement.

Abstrak

Kata kunci:

Taftisyul Kutub;
Keterampilan Siswa,
Tanggung Jawab.

Permasalahan yang kerap dihadapi oleh Raudlatul Ulum Junior Hight School di antaranya adalah minimnya sikap peduli dan kepatuhan siswa dalam mengerjakan tugas yang telah diterima dari guru. Sebagai pendidik, sangat penting untuk mengatasi tantangan yang ada dan menerapkan solusi yang layak untuk menyelesaikannya. Solusi yang sedang dijalankan adalah mengadakan Taftisyul Kutub dimana kelulusan ujian Taftisyul Kutub sebagai persyaratan mengikuti ujian tulis. Tujuan penelitian ini adalah menelaah secara mendalam implementasi Taftisyul Kutub dan keterampilan yang siswa hasilkan dari pelaksanaannya. Penelitian dengan jenis kualitatif menggunakan pendekatan kualitatif partisipatif, dimana teknik pengumpulan data yang digunakan observasi, wawancara, dokumentasi. Kemudian data dianalisis berdasarkan komponen reduksi data, sajian data, penarikan kesimpulan dan verifikasi, serta untuk mengetahui keabsahannya menggunakan triangulasi. Temuan peneliti menunjukkan bahwa Taftisyul Kutub berfungsi sebagai strategi untuk mengurangi ketidakpatuhan siswa. Adapun keterampilan yang diperoleh siswa dari penyelenggaraan Taftisyul Kutub yaitu pengembangan keterampilan kolaborasi, peningkatan pemahaman siswa, pengembangan kemampuan berbicara dan berpendapat, motivasi dan keterlibatan siswa.

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INTRODUCTION

A person's skills are really needed in this 21st century. A study conducted by Trilling and Fadel showed that high school, diploma or college graduates are still less competent in several things that are needed. These skills must be possessed by students so teachers are responsible for developing these skills (Zubaidah, 2016). Currently, the role of educators is becoming increasingly complex and challenging due to significant and rapid transformations in the educational landscape (Hamzah, Ahmad, Hamzah, Purwati, & Mutia, 2023). This is because today's students like instant things and lack awareness of their responsibilities as students. The deep problem lies in students who only teach, ignoring their obligations as students, but are less aware of the responsibilities of the knowledge they must obtain, transferring the learning they have taken in another sense, namely discipline (Mullen, 2012; Purwaningsih & Herwin, 2020). Discipline has a big influence on partial self-regulation and has an influence on student learning independence (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023).

Trisnawati in her research revealed that there is awareness in changing regulations in schools starting from routine activities, spontaneous activities, conditioning activities, and evaluation at the final stage (Trisnawati, 2013). However, there has not been a concrete solution to existing disciplinary problems. The application of discipline will indirectly affect student achievement (Dalimunthe, 2019). This lack of responsibility significantly impacts schools, making this change driven mainly by advances in science and technology, demographic shifts, globalization processes, and environmental factors (Bahri, 2022; Dilia, Rony, & Trianawati, 2022). The path to acquiring knowledge is rooted in forming a solid educational framework. Many institutions are developing a wide range of competencies and capabilities needed to address the challenges of the 21st century effectively. Nevertheless, it is essential to acknowledge that educating young people in the 21st century cannot rely on just one approach. This section briefly overviews several institutions and the results of their respective development efforts (Supiaty & Sugandi, 2022).

This research functions to complement existing research by finding solutions and implementing them in an institution, in this case a junior high school. According to (Wagner, 1996) and the Change Leadership Group at Harvard University, students must have particular competencies and survival skills to face the challenges of life, labor, and citizenship in the 21st century. These skills can be categorized into seven main areas: (1) critical thinking skills and problem-solving skills, (2) collaborative and leadership skills, (3) agility and adaptability in responding to changing circumstances, (4) initiative and entrepreneurial thinking, (5) effective oral and written communication skills, (6) ability to access and analyze information, and (7) having curiosity and imagination (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Day, Sammons, & Gorgen, 2020).

Based on observations in the field, especially in the school neighborhood, overall data suggests that students' writing skills are still low. It is drawn from the results of the writings made by students, like papers, and practicum reports, which are tasks given to teachers in learning that are assessed to be inadequate and meet the standards of scholarship. Besides, the reasoning process for developing ideas needs to be designed better. Academics in Indonesia often question the poor writing skills of students. Several factors influence the development of student writing skills (Hamilton, Nesi, & Choukas-Bradley, 2020). One is internal factors, such as student motivation, student interest in writing, and student language skills. External factors, like teachers' teaching methods, a supportive learning environment, and available resources, also play an essential role (Imaduddin, 2023; Rizki Rahayu, Siahaan, Syukri, & Rofiq, 2023; Setyorini & Khuriyah, 2023).

Raudlatul Ulum was so attentive to the skills possessed by his pupils after analyzing his pupil's character, which was notable from the trainees felt less in terms of the burden of learning that the students should know because of the lack of discipline in carrying out his student responsibilities. The Taftisyul Kutub method, which is a method of checking books, LKS, or books, becomes one of the solutions that could be expected to be the answer. The implementation of Taftisyul Kutub will add discipline to the student's skills. The field is closely connected with responsibility. Continuously, this then creates inflation of discipline and students' skills. Hence, this research is titled "Taftisyul Kutub in Developing Student Skills in Junior High School."

RESEARCH METHODS

Student skills are the main thing in facing the 21st century. The existence of a culture of undiscipline causes low student creativity, especially in terms of writing. With writing discipline, students can complete their assignments according to the challenges of the 21st century. Based on these problems, researchers used qualitative methods with a participatory qualitative approach; Explaining qualitatively is a research procedure that produces descriptive data, namely data in written or oral form from informants, which in this case consist of the Principal, Teachers, Examination Committee and students. This approach is a solution to existing student discipline. students make every effort to achieve the material in order to meet the targets that must be achieved by students as a provision when at home and in the community.

RESULT AND DISCUSSION

Result

Taftisyul Kutub Background in Raudlatul Ulum

Education is the foundation for forming a person's character and personality. In this context, students' awareness of their responsibilities as students play an important role in their academic success and personal development. However, it often happens that a low understanding of students of their duties as students

becomes an obstacle to reaching their maximum potential. The Principal of SMP Raudlatul Ulum as follows: *“In order to fulfill the material received by students, schools, teachers through the exam committee create a series of activities called taftisyul kutub.”*

It's because of some of the things some students may need to fully realize how important education is in shaping their future. This view can affect their motivation to take responsibility for learning. An unfavorable environment or lack of parental supervision due to being in a hostel can make students feel unattended in their obligations as students. High reliance on technology and social media can distract students from academic tasks and reduce their sense of responsibility for learning. Some students may have needed to develop more vital personal discipline in managing time and completing school duties properly. The chairman of the examination committee, said that *“The taftisyul kutub activity contains all the existing lessons so that the achievement of the lessons can be seen and must be fulfilled by students as a condition for taking the exam.”*

Figure 1. Implementation of the Pre-Taftisyul Pole Discussion



Impact of problems frequently faced by Raudlatul Ulum Junior High School, among others Ignorance of responsibilities as a student can negatively impact students' academic performance, which in turn affects their future opportunities. Awareness of responsibility can help the development of time management skills, which are necessary not only in education but also in everyday life. If students are not taught to be responsible in an educational environment, this can affect their lack of sense of responsibility in society later on.

The result that seems to be the lack of responsibility of the student in completing the lesson makes less the maximum transfer of knowledge in the learning process, the discipline of completing tasks that is not on time leads to the accumulation of charges one with the other, the presence of several students who are leaning on jobs so scanning on themselves and also the administration of education. Students say that the number of lessons consisting of formal and primary studies makes students

confused about the scale of priorities to work and lack interest in a particular subject, so they do not work on time.

The above is a problem faced in the Raudlatul Ulum district of Malang every semester. The willingness of the students to fulfill their responsibilities, whether in the form of training or practice, must be more disciplined. Taftisyul Kutub becomes one of the solutions done by the school. In reality, the application of taftisyul kutub can develop discipline and student writing skills and also improve student understanding in receiving every material submitted by the teacher, so that not only is remembered but written in writing form not to forget so that literacy and writing skills students improve. Before the exam is carried out, socialization is carried out regarding the implementation and schedule of the exam that will be carried out, in this way students will be better prepared.

Figure 2. Exam Implementation Socialization



***Taftisyul Kutub* in Raudlatul Ulum Junior High School**

The *Taftisyul Kutub* Method is an approach to the learning process that focuses on developing student skills through group activities. It emphasizes discussion and collaboration among students in small groups to solve problems, discuss ideas, and create a deeper understanding of the subject matter.

The *Taftisyul Kutub* is expected to be one of the solutions that can reduce the disparities that occur. Slowly, the school will focus on more than just the academic aspect but also character formation. Introducing values such as responsibility, discipline, and integrity must be part of education. Parents and teachers need to work together to ensure that students have sufficient supervision and support in learning. Open communication with parents can also help build student awareness. Schools can organize training or workshops on time management to help students overcome the challenges of managing school tasks. Teaching students to use technology wisely can help reduce interference from social media and technology that can hinder their responsibilities as students. Jobs that are relevant to the daily life of students and challenging can increase their sense of responsibility in completing tasks.

Implementing the polar taftiyule has become one of the solutions to address the inequality of responsibility in students. The Taftisyul Kutub is planned gradually and well-scheduled according to the examination schedule. This, in addition to facilitating the school in completing the deadline of learning, also teaches students to become more disciplined with the existing plan. Regarding nationality, it is also formed so that the person responsible for the activities can be performed to the maximum extent possible. As for the schedule of a series of polar taftiyul activities carried out by the committee as follows;

Table 1. Schedule of Examination

No.	Description of activities	Time	Executor
1	Committee Formation	1 May 2023	headmaster
2	Creation of committee decrees	1 May 2023	headmaster
3	Creating Job Descriptions	5 May 2023	exam committee
4	Socialization to Study Field Teachers and Mulok Teachers about Exam preparation (completion of material according to the grid being tested), and checking the completeness (taftisyul pole) of books, worksheets and other assignments given by study teachers.	20 - 30 May 2023	Examination Committee and Study Field Teachers
5	Administration Creation: 1. Budget Plan 2. Time Schedule 3. Making test participant cards 4. Exam Schedule 5. Supervisor Schedule 6. Participant Rules 7. Supervisory Rules 8. Attendance list of the Committee 9. Attendance list of Room Supervisors 10. Attendance list and list of Participant Values 11. Minutes of examination 12. Notification to teachers and guardians 13. Examination Room Plan 14. Room Name and Number 15. Knick knacks in Class 16. Administration of Taftisyul Kutub	1 June - 3 June 2023	Examination Committee
6	Implementation of Taftisyul Kutub	1 June - 3 June 2023	Examination Committee
7	Evaluation of Taftisyul Kutub	1 June - 3 June 2023	Examination Committee
8	Manage Class Administration	3 June 2023	Examination Committee
9	Setting up the Exam Room	3 June 2023	Examination Committee
10	Implementation and Distribution of Questions in each Room	5 - 10 June 2023	Examination Committee

Taftisyul Kutub activities were conducted for two days, the first day of formal lessons and the second day of maternal studies. The standard classes consist of eleven (11) subjects, and the primary address consists of four (4) topics. Of the 277 students, many still need to complete their learning records or some of the tasks assigned by the teacher.

The polar taftiyul sheet is a book, so it is easier to know the accuracy of learning from the middle of the semester and each semester. The major carries out the execution of the polar taffy by looking at the list of tasks already given by the teacher in the sheet. Thus the teacher knows the accuracy indicators of each subject. The first class has Boundaries of the Book; the student handles the reader with a handkerchief and translates it into a handbook. At the stage of the evaluation, in the second class, for the student who still needs to improve in writing, a hand keeper will be far behind his friend who is already writing Arabic. That makes some students mean it does not correspond to the real meaning.

At the implementation stage in the field, students discuss with groups, match perceptions, collaborate, and discuss to improve their understanding, as well as play an active role in conveying their aspirations. The teacher accompanies this and ensures that the discussion is manageable. The activities were not carried out on the date of the Polar Taftiyul, but were conducted during the lessons and evaluations. Meetings are conducted about ununderstood material or material that needs to be added during the course of the study. The event took place about two weeks before the conduct of the polar taftiyule and the school exam.

Discussion

Taftisyul Kutub Method in Developing Student Skills in Junior High School Raudlatul Ulum

The appearance of the Taftisyul Kutub is due to the need for a maximum learning completion process. This, after research, is due to the discipline of the students in their studies. Learning can be understood as modifying one's behavior in response to relevant experiences relevant to the individual. Human progress encompasses various forms influenced by the individual's ability and motivation to drive it, thus making human development dependent on the learning process (Abdussyukur, Mursyidi, Nicolas, Syarfuni, & Muflihah, 2023; Amirudin, Ruswandi, Erihadiana, & Rohimah, 2022). The concept of adaptation plays a vital role in enabling the human population to cope effectively with the increasingly stringent competition caused by advanced countries due to the progress of education (Mawardi, Pasiska, & Ngimadudin, 2022).

Previous research conducted by Rosidah on the Implementation of Polar *Tasftisyul* in improving the learning of Islamic Religious Education found that institutions on *Taftisyul Kutub* activities carried out planning, implementation, and evaluation. This study only focused on one lesson, namely learning Islamic Religious Education, and only concentrated on the point of view of the school organizer, but

what the researchers did was not the learning but the skills that students had with Taftisyul Kutub activities, and in research conducted by researchers not only the point of view of the school but the participation of students in the *Taftisyul Kutub* process, seeing the skills possessed by students in a series of exams.

The *Taftisyul Kutub* carried out at Raudlatul Ulum Middle School is one of the strategies carried out to overcome the problems that exist in students by improving the system and teaching students to be more disciplined and responsible. Learning that is done well must be carried out between teachers and students to establish a mutually supportive ecosystem. Previously, teachers at Raudlatul Ulum Middle School complained about the need for a sense of responsibility for students towards the tasks being carried out; besides that because most students were in Islamic boarding schools, it made it difficult for teachers to work with parents of students. This is the existence of Taftisyul Kutub to encourage creativity and skills.

Several approaches can be used in developing students' writing skills. One of them is the process approach, where students are allowed to go through the stages of writing, such as planning, writing, and revising. This approach will enable students to experiment and develop their creativity in writing. Another approach is the genre approach, where students learn to write various text types, such as narrative, description, and argumentation. This approach helps students understand the structure and features of different texts (Tejedor Calvo, Carniel Bugs, & Giraldo Luque, 2019).

Raudlatul Ulum Junior High School makes the completeness of books as a benchmark for exceeding lessons according to material limitations. The books that are checked for completeness are not only formal textbooks but also the diniyah requirements. This was socialized to students and teachers so that the implementation would run smoothly and in order to prepare themselves for the Taftisyul Kutub exam which was carried out before the semester exams took place. This is because getting a Taftisyul Kutub pass is one of the requirements for taking the semester and midterm exams.

One indicator in determining the limits of Taftisyul Kutub is the lesson that the teacher has taught. This teaches discipline and responsibility to students. With discipline in completing the tasks assigned to the knowledge obtained. Thus punishment is formed and students' writing skills also increase. This was proven in the first semester, the teacher gave initial assignments to students, discussed and expressed opinions in forums; apart from verbally students could write three sheets every one hour, which could increase up to 5 sheets in one hour in interpreting the book in the diniyah lesson. The written form of khat is also better and shows the characteristics of a student studying at schools and Islamic boarding schools.

The teacher's role is vital in character education because the teacher is an idol as well as a source of inspiration and motivation (Annisa, Akrim, & Manurung, 2020; Fasya, Darmayanti, & Arsyad, 2023). A student will reflect the teacher's character, speech, and personality as a result of the teacher's attitude and behavior. Students

and teachers are human beings who cannot be separated from education. Students are eager to learn from teachers wherever they are. On the other hand, teachers want to help their students in any situation where there are students. Even though the positions were different, they agreed and agreed, not disagreed (Alwi & Mumtahana, 2023; Imaduddin, 2023).

Seeing benchmarks is not just in students' writing skills, but also skills in creative fields such as developing speech and expressing opinions, collaboration skills, understanding, calligraphy and others. By constantly upgrading indicators and setting standards for students, making students more responsible and encouraging them to do the right thing. By teaching students to carry out responsibilities according to the existing schedule teaches students effective discipline.

The benefits of implementing Taftisyul Kutub for students include; Development of Collaboration Skills: This method encourages students to work together in groups, share ideas and discuss solutions. This helps develop collaboration skills that are important in everyday life and the world of work. Improved Comprehension: Group and class discussions allow students to hear different approaches to an issue, enriching their understanding of the subject matter. Student-Centered Activities: This method gives students an active role in learning. They are more involved in the learning process than just passive listeners. Development of Speaking and Opinion Skills: Students learn to convey ideas and opinions in a clear and structured way in front of their group. It improves their speaking skills. Motivation and Involvement: Discussion in groups promotes student involvement, as they feel responsible for their contribution to the group.

Raudlatul Ulum Junior High School has successfully applied the Taftisyul Pole method in everyday learning. Teachers act as facilitators in the process of group discussions and class discussions. Through this method, students not only develop a better understanding of the subject matter but also develop social and problem-solving skills that are very important in their holistic development.

In addition to discipline and responsibility, the existence of Taftisyul Kutub improves students' writing skills. Writing is also the most powerful way to bind knowledge (Rahmat, 2019). Because as humans, our brain capacity is decreasing day by day with age. However, when we practice and store our knowledge continuously in writing, when we need to remember it, we will easily see it in the writing we have made. The writing could be very useful for the next generation.

Masruri, Principal of Raulatul Ulum Middle School, said that the process of Taftisyul Kutub places importance on students' abilities to effectively communicate problems, gather knowledge from multiple sources, participate in analytical and collaborative thinking, and collaborate with others to successfully address and overcome challenges. As a result, it is expected that students will have the ability to collaborate effectively and demonstrate a high level of cognitive ability. Collaborative skills include social competencies that students are expected to acquire because they have significant meaning in the learning process. The existence of collaborative

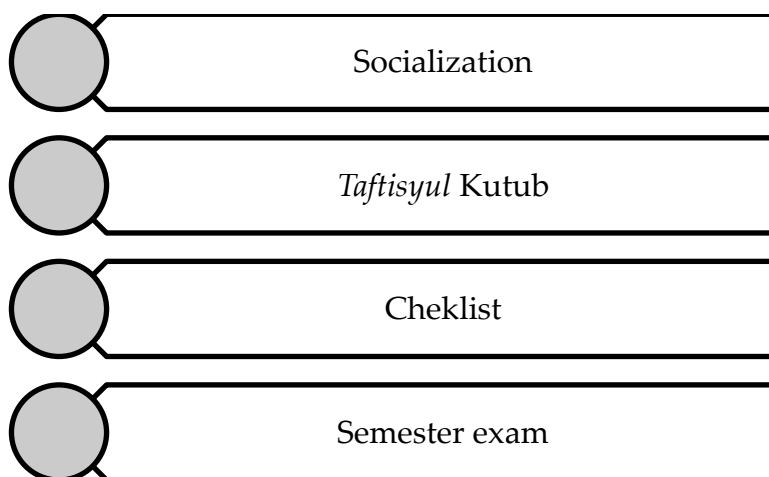
capabilities among group members enhances collective efforts to solve problems and achieve common goals.

Writing skill is expressing thoughts and ideas in a clear, structured, and coherent written form. Good writing skills are essential in many aspects of life, including education, career, and interpersonal communication. In this context, writing skills include understanding grammar, using the correct vocabulary, the ability to organize ideas, and the ability to convey messages effectively to readers.

Uun Syarifatin said that when this was implemented by the students, the students were very enthusiastic about implementing it. Many even gave up not taking naps and playing, relaxing, and preferring to spend their time as best they could completing their writing which was lacking during teaching and learning activities. With writing skills, students can express thoughts, ideas, or ideas through writing on the material that has been discussed. With this, writing skills become important in aspects of life, some of the relevant benefits are increasing effective communication, critical thinking, career skills, academic skills, and creativity skills.

Taftisyul Kutub is one solution that can be used to meet student achievement indicators in a lesson. With the method, however, students feel more responsible and have to do things that should be done when they are lazy to study. It is tactical to become a trend among students when they are about to take semester exams because it is one of the requirements for taking semester exams. The following is a scheme of Taftisyul Kutub activities carried out at Raudlatul Ulum Middle School.

Figure 3: Scheme of Taftisyul Pole activities at Raudlatul Ulum Junior High School



Skinner's behaviorism argues that the concepts of mind, consciousness, and the unconscious are unnecessary in explaining behavior and its development. According to Skinner in (O'Donohue & Ferguson, 2001), the concept of development can be equated with behavior. Therefore, to examine the process of individual development or transformation, it is sufficient to analyze changes in behavior.

Role conditioning is a paradigm within the framework of descriptive behaviorism that aims to establish principles that govern behavior by investigating operant learning (Ibrahim, Akbari, & Suaidah, 2022). Operant learning can be conceptualized as a form of learning that involves utilizing positive and negative consequences to modify behavior. Consequently, it is evident that Skinner placed significant emphasis on reinforcement as a major factor in the learning process. Skinner's research highlights the correlation between behavior and subsequent outcomes (Abusin, Aliani, & Rofiq, 2021; Aprilianto, Sirojuddin, & Afif, 2021; Indawati, Kartiko, Suyitno, Sirojuddin, & Fuad, 2022). For example, when an individual's activity is immediately replaced by a positive outcome, such as receiving praise or a reward, the individual is likely to engage in or repeat the behavior with increasing frequency. If positive consequences serve to reinforce behavior, then negative consequences will serve to reduce that behavior (Ahsani & Azizah, 2021).

Taftisyul Kutub activities are a series of activities carried out before the semester exams. This activity was carried out in order to improve discipline, writing skills and understanding of students who incidentally are also students at Islamic boarding schools. Writing becomes a language communication activity that uses writing as its medium. Writing is pouring ideas or ideas into written language which in practice the writing process is manifested in several stages which constitute a more complete system. The flow of implementation of Taftisyul Pole is designed one month before the semester exam, held one week before the semester.

Some of the skills students can have with the Taftisyul Kutub method are discipline, writing skills, memory skills, understanding skills, practicing skills, collaboration, communication skills, expressing opinions skills, and many more. The development of students' skills is not only in the cognitive domain, but psychomotor and affective. In the realm of cognitive learning, it is evident that there is a correlation between intellectual learning and mental challenge and being able to express one's opinion well. The teacher also becomes aware of seeing students' objects through reaction, thought, or mental cognitive processes. For example, students tell reports or explain things, express opinions, to the results of discussions, specifically highlighting group activities with significant findings. During the act of telling their experiences from group trips, students must have experienced limitations in their ability to present the many objects observed during discussions to their friends. On the other hand, he was only able to do so with Taftisyul Kutub activities, encouraging students to provide verbal and written descriptions of every thing, which is expressed either in words or in writing.

Hari Prayitno, one of the teachers, said the steps for carrying out polar pre-taftisyul activities in the realm of students carried out by the subject teacher included the Group Selection: Students were divided into small groups of 4-6 people. This group must be heterogeneous in terms of ability and personality to complement and support one another. Initial Assignment: Each group is given a task or problem to complete. This task is usually related to the subject matter being studied. Group

Discussion: Students in groups discuss the task or problem given. They share ideas, exchange views, and formulate solutions together. Group Presentation: After the discussion, each group was asked to present the results of the discussion and the solutions they had found. This allows all students to hear different approaches to the same problem. Class Discussion: After the group presentations, the class as a whole engages in further discussions about the proposed solutions. The teacher facilitates discussion and provides additional insight. Reflection and Evaluation: After the discussion, students are asked to reflect on their learning process and how to improve collaboration and understanding.

The *Taftisyul Pole* method is a practical learning approach in developing students' skills. By encouraging collaboration, discussion, and problem solving in groups, this method not only enhances students' understanding of subject matter but also helps them develop important social skills. Implementing this method at Raudlatul Ulum Middle School is a clear example of how this approach can be successfully applied in the world of education. If someone uses writing skills, then the foundation for the acquisition of writing skills will be owned. Likewise, reading skills, it will further increase understanding in him. Skills, both are inseparable from the discipline that must be applied in order to become a skill value itself (Amin, Rahmawati, Azmin, & Nasir, 2022).

Responsibility refers to the disposition and behavior of individuals in fulfilling their duties and obligations, which includes personal, social, environmental (including natural, social, and cultural), governmental, and spiritual dimensions (Badrun, Sugiarto, Rachmadhani, & Sh, 2022; Komariah & Nihayah, 2023). In the context of education, instilling responsibility among students can be facilitated through strategies that are adapted to the characteristics of students. Students are encouraged to assume responsibility for being diligent and completing their assignments on time by giving assignments (Ratri Rahayu, 2016).

Skills needed in Writing skills is one way of communicating. Communicating is very important, especially in the world of education, because self-study is an activity of transferring messages from teacher to student (Ganapathy, 2013; Pravita & Kuswandono, 2022). Communication skills need to be trained and applied to the individual or group concerned. In the science of communication, to convey messages not only can use oral but can also use writing. We are writing as a means of communication as a form of overflowing feelings, intentions, and goals of the author. By writing, we will be able to communicate with more people wherever and whenever (Budiyono, 2012).

Having proficient skills brings many advantages. There are several advantages associated with the act of writing. 1) writing allows individuals to gain insight into their abilities and potential, allowing them to gauge the depth of their knowledge of a given topic. 2) writing facilitates the development of diverse ideas. 3) through the process of writing, individuals are involved in exploring, obtaining, and mastering more in-depth information related to the subject matter. 4) Writing allows

for the systematic communication of ideas and the explicit expression of thoughts. 5) Writing provides a means for individuals to assess themselves objectively. 6) The act of writing has the potential to address and resolve difficulties effectively by an explicit analysis of these issues within a specific and concrete framework. 7) writing activities foster a more active learning approach, encouraging individuals to seek knowledge and information more proactively. 8) The act of writing encourages the development of critical thinking skills.

Extended writing requires quite intense practice, from planning, drafting, and revising, which is achieved through the use of metacognitive control over this cognitive process. Special attention is required for the execution of these three fundamental processes, in addition to preserving representations in the linguistic, visual, and spatial stores of working memory. The mature writing process requires leveraging multiple transitions during the planning, writing, and reviewing stages. This transition aims to address content-related challenges, such as determining what to convey, as well as rhetorical challenges, such as deciding how to get messages effectively (Kellogg & Raulerson, 2007).

Another study conducted by Herman Budiyo concluded that writing skills based on language acquisition theory is learning which is the basis and principle of language acquisition theory. The code goes through various stages and has special provisions in each stage. (Budiyo, 2012) The difference with what researchers do is that researchers do not focus on language alone but how the form of writing and student responsibilities.

Research conducted by Ronald states that to achieve higher levels of writing performance, the working memory demands of the writing process must be reduced so that the executive's attention is free to coordinate interactions between them. This can, in theory, be achieved through deliberate practice that trains writers to develop executive control through repeated opportunities to write and through timely and relevant feedback (Kellogg & Raulerson, 2007). This is different from what researchers focus on, namely knowing abilities, student learning, responsibility, and increasingly developing the quality of student skills in the form of writing, speed, and accuracy.

CONCLUSION

The solution that is being implemented at Raudlatul Ulum Middle School is to hold a Taftisyul Kutub where passing the Taftisyul Kutub exam is a requirement to take a written exam. The Taftisyul Kutub test is hoped to minimize student non-compliance at Raudlatul Ulum Junior High School. The problems that Raudlatul Ulum Junior High School often faces include the lack of caring attitude and student obedience in doing assignments that have been received from the teacher. The condition of students in Islamic boarding schools makes it difficult for teachers to work together with student guardians to overcome this non-compliance. As a competent teacher, existing problems must be followed up on solutions that can be applied to solve these problems.

Taftisyul Kutub could be a solution as a method used to overcome student discipline in this area, namely learning achievement. Because it cannot be denied that every school has its own problems. This research offers a method that might be used in other institutions so that the quality of students and the quality of education itself improves rapidly. With the discipline of using the Taftisyul Kutub method, students' lagging behind in terms of learning can be overcome and can be better predicted. This also teaches students to manage their time while studying at school.

The Taftisyul Kutub method is a practical learning approach to developing students' skills. By encouraging collaboration, discussion, and problem-solving in groups, this method not only enhances students' understanding of the subject matter but also helps them develop essential social skills. With the discussion results, students also practice reporting in writing in good language, besides honing students' abilities to prefer writing what they do and doing what they write. This research is only limited to the variable of student mastery as proven by writing, for further development further research is needed where the variables can be added and with more complex cases.

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