

## **Implementation of Active Knowledge Sharing Strategy in Improving Arabic Writing Skills of Class X Students at Al-Ikhlas Islamic Boarding School Al-Ikhlas Ad-Dary DDI Takkalasi**

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### **ABSTRACT**

The Arabic language learning strategy is a series of efforts made by the Arabic teacher to make the learning process run according to predetermined concepts. The concept that must be created by the teacher is learning that is effective, communicative, efficient, fun, innovative, and quality. To improve the development of learning Arabic in educational institutions, it is necessary to create innovative strategies from Arabic teachers so that learning objectives are achieved properly. The ability to communicate in Arabic is the main goal in language because the nature of language is speech or speaking, plus the demands of the world of work today, people must be able to communicate in foreign languages, one of which is Arabic.

The research model used in this research is Classroom Action Research (CAR) using a qualitative descriptive approach that aims to improve the Arabic language writing skills of tenth tenth-gradents at Madrasah Aliyah Islamic Boarding School Al Ikhlas Addary DDI Takkalas by using an Active Knowledge Sharing Strategy which has unique characteristics. other strategies do not have, namely using a list of questions with various categories including defined words. MultipMultiple-choiceions about facts or concepts ask for possible attitudes or actions. Complete sentences or match. Teachers can include some or all of the categories in making a list of questions.

In accordance with the type of research chosen, namely action research, this research uses the action research model from Kemmis and Taggart, which includes planning (planning), implementation (acting), observation (observing or monitoring), and reflection (reflecting or evaluating). These four main steps form a cycle. Action research is an ongoing strategy

Learning using the Active Knowledge Sharing strategy can improve students' writing skills in class X Madrasah Aliyah Pondok Pesantren Al Ikhlas DDI Takkalasi in Arabic subjects. This is shown by the data before it is applied and after it is applied, thus answering the action hypothesis in the research that has been done that the application of the Active Knowledge Sharing strategy can improve Arabic writing skills in class X Madrasah Aliyah Pondok Pesantren Al Ikhlas Addary DDI Takkalasi Barru Regency

**Keywords:** Application, Active Knowledge Sharing, Arabic Language Skills.

## 1. BACKGROUND

In learning Arabic, there are four language skills that must be possessed by learners, namely: listening skills (maharah al-istima'), speaking skills (maharah al-kalam), reading skills (maharah al-qira`ah), writing skills (maharah al-kitabah), in mastering the four language skills, some linguists assume that a person's language ability is only determined by the level of mastery of vocabulary. <sup>1</sup>This is of course relevant to language skills as a communication tool, you must first master vocabulary (mufradat). Every Arabic language learning cannot be separated from methods, strategies, and media.

Learning strategies are methods that will be used by teachers to choose learning activities that will be used during the learning process. The selection is made by considering the existing situation and conditions, learning resources, student needs, and the characteristics students faced in order to achieve learning objectives. Meanwhile, learning strategies or what are called teaching techniques are operational methods. Because of that, teaching techniques are in the form of plans, rules, steps, and facilities which in practice will be played out in the learning process in the classroom in order to achieve and realize learning objectives.<sup>2</sup>

The main task of a teacher is to organize learning activities. In order for these activities to be carried out effectively, a teacher must know the nature of teaching and learning activities and learning strategies. Learning is a process of

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<sup>1</sup>Syaiful Mustofa, *Innovative Arabic Learning Strategy*, Malang: (UIN Malik Press, 2011), p. 2

<sup>2</sup>M. Abdul Hamid, et.al., *Learning Arabic*, Malang: (UIN Malang Press 2008), p. 76

changing behavior through interaction between individuals and the environment in which they live. In terms of the process is a series of activities that are sustainable, planned, gradual, rotating, balanced and integrated, which as a whole characterizes and characterizes the learning process.

To improve the development of learning Arabic in educational institutions, it is necessary to create innovative strategies from Arabic teachers so that the objectives of learning Arabic are well achieved. The ability to communicate in Arabic is the main goal in language because the nature of language is speech or speaking plus the demands of the world of work today that people must be able to communicate in foreign languages, one of which is Arabic.

One type of learning strategy that can increase student activity, especially in responding to the thoughts of their friends, is the Active Knowledge Sharing strategy. This strategy is a strategy based on sharing questions, and expecting other students to provide responses to these questions. This strategy makes students able to think quickly, and is able to make students work together in solving existing problems and together to find and answer them. This strategy is usually combined with learning using the lecture method, so the purpose of this strategy is the delivery of lectures by the teacher to get the attention of students, especially in terms of the ratio of students who are dense in one room. If you don't use this strategy,<sup>3</sup>

The results of pre-survey observations on Arabic subjects at the DDI Takkalasi Barru Islamic Boarding School indicated that during the learning process

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<sup>3</sup> Latifah Hanum, "Analysis of Active Knowledge Sharing and Lecture Learning Strategies on Learning Outcomes of Islamic Religious Education," *Fitrah: Journal of Islamic Education*, 1 (2020)

the methods used were only conventional methods such as lectures and questions and answers so the learning process took place in a monotonous manner.

## 2. RESEARCH METHODOLOGY

The research model used in this research is Classroom Action Research (CAR) using a qualitative descriptive approach that aims to improve the Arabic language skills of class X students at Madrasah Aliyah Pondok Pesantren Al Ikhlas Addary DDI Takkalasi. Classroom Action Research (CAR) is a type of research carried out by teachers in the form of certain actions to improve students' writing processes and skills. Certain actions referred to in PTK are not actions such as doing homework (PR), student worksheets (LKS), or the task of memorizing material and formulas. The action here is an activity that is deliberately arranged by the teacher to be carried out by students with the aim of improving the learning process in the classroom.<sup>4</sup>

Through PTK, teachers can improve their performance continuously, by doing self-reflection in the form of analyzing efforts to find weaknesses in the learning process they are doing, then planning for the improvement process and implementing it in the learning process in accordance with the learning program that has been prepared, and ending by reflecting.

In accordance with the type of research chosen, namely action research, this research uses the action research model from Kemmis and Taggart, namely includes planning (planning), implementation (acting), observation (observing or

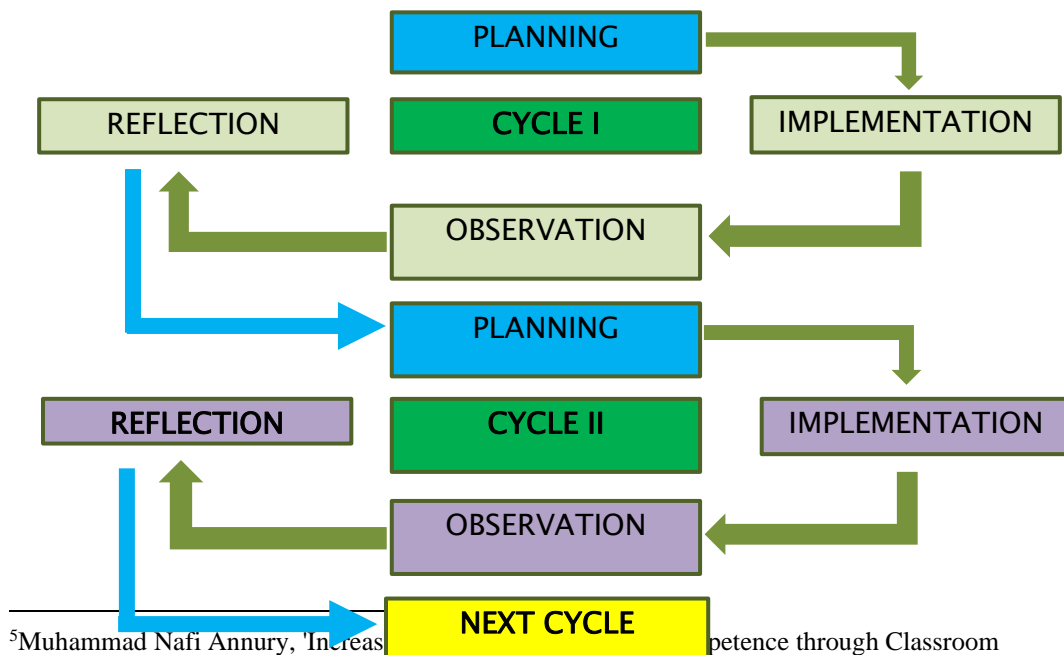
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<sup>4</sup>Rustiyarso, *Guide and Application of Classroom Action Research*, Yogyakarta: (Noktah, 2020), p. 14

monitoring), and reflection (reflecting or evaluating). These four main steps form a cycle. Action research is an ongoing strategy. The cycle of four steps is repeated in a spiral: reformulating plans, correcting actions, finding more facts, and reanalyzing.<sup>5</sup>

Model Kemmis and Mc. If you look closely at Taggart, in essence, it is a device or strands with one device consisting of four components. Therefore, the meaning of the cycle here is a round of activities consisting of planning, action, observation, and reflection. The number of cycles in classroom action research depends on the problems that need to be solved, the more problems you want to solve, the more cycles you will go through.<sup>6</sup>

The spiral cycle of the stages of classroom action research can be seen in the following figure:



<sup>5</sup>Muhammad Nafi Annury, 'Increase Learning Competence through Classroom Action Research', DIMAS: Journal of Religious Thinking for Empowerment, 18 (2022)

<sup>6</sup>Anjani Putri Belawati Pandiangan, Classroom Action Research (As an Effort to Improve Learning Quality, Teacher Professionalism and Student Learning Competence), Yogyakarta: (CV Budi Utama, 2019), page 21

## Figure 2 PTK Stages Spiral Cycle

This study uses a type of collaborative model, namely researchers and class teachers work together in conducting research and solving learning problems. The presence of researcher in this study has a role as an action planner, observer, executor, data collector, and data analyzer. During this research, researchers and teachers worked together in implementing and observing learning situations.

### 3. RESULTS AND DISCUSSION

This classroom action research was carried out in several stages: pre-cycle, cycle I and II. The pre-cycle was held for two meetings, as well as cycle one and cycle two

The pre-cycle learning process is carried out using the lecture and question and answer method, cycles I and II are carried out by applying active *Knowledge Sharing*

#### A. Data analysis per cycle

##### 1. Pre Cycle

Before carrying out the cycle, the teacher carries out the learning process using the lecture and question and answer method with the material of Greetings and Introductions by composing several words into perfect sentences ending by giving questions. This pre-cycle action was carried out in two meetings. The value of the questions from the pre-cycle are as follows:

**Table 1: Pre-Cycle Student Writing Skills**

No	Student Name	KKM	Score	Information
1	Abdul Rahim	65	60	Not Completed
2	Abdul Rahman	65	70	complete
3	Adly Alif	65	70	complete
4	Afif	65	80	complete
5	Ahmad Khalik	65	40	Not Completed
6	Ahmad Wahyu	65	50	Not Completed
7	Ahmad Zahir	65	40	Not Completed
8	Alfilzah	65	60	Not Completed
9	Alfian	65	40	Not Completed
10	Angga Saputra	65	65	complete
11	grace	65	65	complete
12	Arham	65	60	Not Completed
13	Azwar	65	70	complete
14	Emil Syaputra	65	40	Not Completed
15	Farraz	65	50	Not Completed
16	Masyharul	65	60	Not Completed
17	Muh Farhan	65	50	Not Completed
18	Muh Rizky	65	60	Not Completed
19	Muh Achil	65	40	Not Completed
20	Muh Farel	65	80	complete
21	Muh Raihan	65	60	Not Completed
22	Muhammad Wahyudi	65	50	Not Completed
23	Nur Almusthafa	65	80	complete
24	Rifki Ramdan	65	60	Not Completed
25	Said Muhammad Ihsan	65	80	complete
<b>Amount</b>			<b>1480</b>	

<b>Class average</b>	<b>59,2</b>	
<b>Completeness Percentage</b>	<b>36%</b>	
<b>The highest score</b>	<b>80</b>	
<b>Lowest value</b>	<b>40</b>	

To calculate the average value of students using the formula<sup>7</sup>

$$x = \frac{\sum x}{\sum n} = \frac{1480}{25} = 59,2$$

To calculate the percentage of learning completeness, use the formula

$$P = \frac{F}{N} \times 100\% = \frac{9}{25} \times 100\%$$

Based on the data above, it can be seen that the number of students is 25 people, the total score is 1480, the average student score is 59.2, the highest score is 80 and the lowest score is 40.

The value data can be grouped as follows:

**Table 2: Groups Pre-Cycle Grades of Arabic Subjects**

<b>Group</b>	<b>Score</b>	<b>Number of Students</b>	<b>Percentage</b>
A	85 - 100	0	0%
B	65 - 84	9	36%
C	< 65	16	64%
<b>Amount</b>		<b>25</b>	<b>100%</b>

**Table 3 :Percentage of students who complete and do not complete**

<b>Number of Students</b>	<b>complete</b>	<b>Not Completed</b>
25 People	9 People	16 People

<sup>7</sup>Anas Sudijono, Introduction to Education Statistics, (Jakarta: Rajawali Pers, 2011), p. 43



	Percentage	
	36%	64%

After grouping by value it is known that:

- a. Group A who scored 85 – 100 None
- b. There are 9 people in Group B who got a score of 65 – 84, it has been completed.
- c. Group C who scored < 65 there were 16 people, incomplete.

There were 9 students who scored above 65. So, the number of students who have completed the learning is 9 people (64%) while there are 16 people who have not completed it (36%).

## 2. Cycle I

The description of research results is described as follows:

Activities in cycle I was carried out for two meetings with an allotted time of 2 x 40 minutes for each meeting to discuss greetings and introductions at this meeting. There are four stages, namely planning, implementation, observation ,and reflection.

### a. Planning

Learning planning activities in the first cycle of the first meeting will be carried out using the Active Knowledge Sharing strategy. Researchers together with teachers prepare the media needed according to the Active Knowledge Sharing strategy that will be used in this research are:

- 1) The researcher determines the subject matter, which is about not speaking

- 2) The researcher compiled a Learning Implementation Plan (RPP) using the Active Knowledge Sharing strategy
- 3) Make a question sheet that is in accordance with the subject matter to be conveyed, namely about speech acts in Arabic.
- 4) Form several groups
- 5) The researcher made an instrument in the form of a test
- 6) Researchers made observation sheets of the learning process for students and teachers
- 7) Make evaluation questions and answer keys for the cycle I

#### **b. Implementation**

- 1) The applied cycle I is the determination of action in the next cycle, the implementation of the action is carried out by the researchers themselves in accordance with the learning implementation plan (RPP) using the Active Knowledge Sharing strategy
- 2) The RPP consists of three activities, namely: 1). Preliminary activities, 2). Core activities, 3). Closing activities.

##### **a) Preliminary activities**

- (1) The teacher opened the lesson by greeting and praying.
- (2) Teachers and researchers lead students to read short Surahs
- (3) The teacher takes student attendance one by one and checks which students are unable to attend.
- (4) The teacher and the researcher ask how the students are doing with greetings so that there is familiarity between the researcher and the students.

- (5) The teacher and researcher did an apperception by asking several questions.
- (6) Teachers and researchers convey learning objectives.
- (7) Teachers and researchers assess student learning readiness by asking questions about the material to be taught.
- (8) Teachers and researchers convey the competencies that will be achieved in the material that will be taught using the Active Knowledge Sharing strategy so that students can understand and understand the strategic steps that will be used in the learning process.

**b) Core activities**

In the core activities the teacher and students carry out the following activities:

- 1) Teachers and researchers condition the class so that it is not noisy and quiet to create conducive learning.
- 2) Students are given the opportunity to read material about greetings and introductions in Arabic
- 3) Teachers and researchers prepare a list of questions related to the subject matter to be taught. These questions can be:
  - (a) Definitions or terms.
  - (b) Teacher-chosen questions regarding facts or concepts.
  - (c) Identify a person.
  - (d) Complete sentences.
  - (e) And others.
- 4) Ask students to answer various questions as well as possible.

- 5) Invite students around the room, looking for other students who cannot answer questions the students do not know how to answer (encouraging students to help each other).
- 6) Ask students to return to their seats and review their answers.
- 7) Ask students to remain calm and work on their own questions according to their own opinions or from different book sources.
- 8) Fill in the answers that cannot be answered by students.
- 9) Teachers and researchers ask students to work together or help each other answer questions that cannot be done.
- 10) After all the questions were answered, the teacher and researcher asked several students to come forward to read the results of their answers.
- 11) Teachers and researchers provide input about student answers that are not correct.
- 12) Teachers and researchers encourage students to concentrate more on listening to the results of their friends' answers.
- 13) Teachers and researchers provide test questions to work on as a result of observations on the material that has been studied.

**c) Closing activities**

The researcher concludes the material about greetings and introductions and gives advice on the importance of greetings which are basic manners that must be mastered in everyday life and provides motivation and encouragement to implement them in everyday life, then learning ends with hamdalah and greetings.

**c. Observation**

Observations were made by researchers in the observation activities observed

were the activeness of students and teachers in the learning process and the events that occurred when the learning took place.

Based on the results of observations, the learning process is good enough. Students are very enthusiastic about participating in learning supported by adequate media, and students are very active and feel happy, with material greetings and introductions. Students enthusiastically go around the room, looking for answers they don't know to help each other.

Interaction between students is well established, students who already understand and understand the answers to the questions given help others who do not understand and know the answers to the questions given, the teacher and researcher pay attention to student activities and guide them when experiencing difficulties. Students are also active in asking the teacher if there is the material that has not been understood. So that the interaction between teachers and students is very good. Worksheets and evaluation sheets are done to measure the success of the learning that has been implemented

Some things that need to be considered by the teacher, when students observe the questions given and discuss with each other some students who are still passive, still need to be motivated intensely to be more active in learning.

#### **d. Reflection**

Teachers and researchers carry out evaluations and reflections on planning, implementing, and observing activities. This reflection was held to evaluate the goals that had not been and had been achieved in cycle I to design cycle II learning

In Cycle I, qualitative and quantitative data were obtained, which included

qualitative data, namely: student activity sheets and teacher performance sheets. While the quantitative data is the value of writing skills. The value of writing skills is obtained through a written test, the test instrument used is in the form of an evaluation sheet. Data on writing skills in cycle I is shown in the table below:

**Table 4: Cycle I Value Acquisition Data**

To calculate the average value of students using the formula<sup>8</sup>

$$x = \frac{\sum x}{\sum n} = \frac{1765}{25} = 70,6$$

To calculate the percentage of learning completeness, use the formula

$$P = \frac{F}{N} \times 100\% = 68\% \frac{17}{25} \times 100\%$$

Based on the data above, it can be seen that the number of students is 25 people, the total value is 1780, the average student score is 71.2, the highest score is 90 and the lowest score is 40.

The value data can be grouped as follows:

**Table 5 : Groups Value of Cycle I Arabic Subject**

Group	Score	Number of Students	Percentage
A	85 - 100	7	24%
B	65 - 84	10	40%
C	< 65	8	36%
<b>Amount</b>		<b>25</b>	<b>100%</b>

**Table 6 :Percentage of students who complete and do not complete Cycle 1**

Number of Students	complete	Not Completed
25 People	17 People	8 people

<sup>8</sup>Anas Sudijono, Introduction to Education Statistics, (Jakarta: Rajawali Pers, 2011), p. 43

	Percentage	
	68%	32%

After grouping by value it is known that:

- d. Group A who got a score of 85-100 there were 7 people, it was completed.
- e. There are 10 people in Group B who got a score of 65 – 84, which has been completed.
- f. There were 8 people in Group C who scored <65, incomplete.

There were 18 students who scored above 65. So, the number of students who have completed the lesson is 18 people (68%) while those who have not completed it are 7 people (32%).

In the learning cycle I, writing skills have increased compared to the initial conditions (pre-cycle), but still have not reached the predetermined indicators of success. The results obtained in the first cycle is an average value of 70.6 with a mastery learning of 68%.

Based on the results of observations on the process of cycle I. The reflection results are as follows:

- 1) Teachers and researchers must be more active in controlling students while going around looking for answers
- 2) Teachers and researchers must bring more emphasis to the core of learning
- 3) Teachers and researchers must be more active in observing student activities in learning so as not to carry out activities outside of learning activities.

- 4) Teachers and researchers must provide guidance to students in answering questions.
- 5) The students' writing skills have not reached the specified indicators so that it is necessary to increase learning in cycle II.

### **3. Cycle II**

Classroom Action Research Cycle 2 was carried out with a time allocation of 4 x 40 minutes, the steps taken in cycle 2 were almost the same as those in cycle 1. The thing that distinguishes cycle 1 from cycle 2 is the planning. Cycle 2 planning is based on the reflection results of cycle 1, so that the deficiencies and weaknesses in cycle 1 do not occur in cycle 2. **P**In this meeting there are four stages, namely planning, implementing, observing and reflecting.

#### **a. Action Planning**

Learning planning in cycle 2 is actually just a refinement of planning cycle 1. based on analysis and results of reflection and considering input from observers about the advantages and disadvantages at the implementation stage of cycle 1.

Planning of learning activities in cycle 2 uses the same research instruments as the research instruments used in cycle 1. In cycle 2 action planning, researchers and teachers make improvements to be made so that the learning process is more optimal and can be improved. The improvements that will be made in cycle 2 are:

In planning learning, researchers and teachers prepare the media needed according to the active knowledge-sharing strategy in this study, including:

- 1) The teacher prepares a Learning Implementation Plan (RPP) using the Active Knowledge Sharing strategy. make question sheets that are in



accordance with the subject matter to be delivered, namely about greetings and introductions to Arabic.

- 2) Teachers and researchers form groups
- 3) Teachers and researchers make instruments in the form of tests
- 4) Researchers made observation sheets of the learning process for students and teachers.
- 5) Teachers and researchers change the position of the bench or student seat
- 6) Teachers and researchers make evaluation questions for cycle II

#### **b. Implementation of actions**

This stage is the implementation of the revised plan, regarding the implementation of an active knowledge sharing strategy, the selection of learning tools or media and the allocation of time. Cycle 2 actions are a continuation of cycle 1 actions. In learning activities, the methods and learning steps are in accordance with the implementation of cycle 1 actions but taking into account the results of cycle I reflections and also in accordance with cycle 2 action plans. This activity is carried out in steps Learning is carried out according to the plan that has been made, namely:

##### **1) Preliminary activities**

- a) The teacher opened the lesson by greeting and praying
- b) The teacher leads the students to read short surahs as usual
- c) The teacher takes student attendance one by one and checks which students are unable to attend
- d) The teacher asks how the students are doing
- e) The teacher and researcher did apperception by asking several questions

- f) The teacher and researcher gave several questions to the students regarding the material that had been previously studied
- g) The teacher and researcher convey the learning objectives to be achieved at this meeting.

## 2) **Core activities**

In the core activities of teachers, researchers and students carry out the following activities:

- a) Teachers and researchers change student seating positions so that learning is conducive.
- b) Students are given the opportunity to read material about greetings and introductions.
- c) Teachers and researchers ask students to concentrate more so that it is not like cycle I.
- d) Teachers and researchers prepare a list of questions related to the subject matter to be taught. These questions can be:
  - (1) Definitions or terms.
  - (2) Teacher-chosen questions regarding facts or concepts.
  - (3) Identify a person.
  - (4) Complete sentences.
  - (5) And others.
- e) Ask students to answer various questions as well as possible.
- f) Invite students around the room, looking for other students who cannot answer questions that they do not know how to answer (encouraging students to help each other).
- g) Ask students to return to their seats and review their answers.

- h) Instruct students to remain calm and work on their own questions according to their own opinions or from different book sources.
  - i) Fill in the answers that the student cannot answer.
  - j) After all the questions were answered, the researcher asked some students to come forward to read the results of their answers. Then the researcher draws conclusions. then the teacher and researcher provide input about student answers that are not correct.
  - k) Teachers and researchers encourage students to concentrate more on listening to the results of their friends' answers.
  - l) Teachers and researchers provide test questions to work on as a result of observations on the material presented
- 3) **Closing activities**

The researcher concludes the material about greetings and introductions and gives advice on the importance of greetings which are basic manners that must be mastered in everyday life and provide motivation and encouragement to implement them in everyday life, then learning ends with hamdalah and greetings.

**c. Observation**

Meetings in cycle II were held in the classroom, including observing student activities and the performance of teachers and students during the process of implementing the Active Knowledge Sharing strategy.

Based on the results of the observational research cycle 2, it was obtained data that the researcher's performance was running optimally. This is proven by the implementation of the learning process carried out well, where students are very

active in sharing answers and discussing what they get from other students. PAt the cycle 2 meeting, Active Knowledge Sharing learning was carried out well.

Implementation pthere was a cycle II meeting in which using the Active Knowledge Sharing strategy carried out by the researcher was carried out well for all indicators observed by the observer.

During the learning process cycle 2 takes place qualitative and quantitative data were obtained, which included qualitative data, namely: student activity sheets and teacher performance sheets. While the quantitative data is the value of students' writing skills. The value of writing skills is obtained through a written test, the test instrument used is in the form of an evaluation sheet. Data on students' writing skills in cycle II is shown in the table below:

#### **Table 8: Cycle II Value Acquisition Data**

To calculate the average value of students using the formula<sup>9</sup>

$$x = \frac{\sum x}{\sum n} = \frac{2040}{25} = 81,6$$

To calculate the percentage of learning completeness, use the formula

$$P = \frac{F}{N} \times 100\% = \frac{25}{25} \times 100\%$$

Based on the data above, it can be seen that the number of students is 25 people, the total value is 2040, the average student score is 81.6, the highest score is 95 and the lowest score is 70.

The value data can be grouped as follows:

#### **Table 9 : Groups Value of Cycle 2 Arabic Subjects**

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<sup>9</sup>Anas Sudijono, Introduction to Education Statistics, (Jakarta: Rajawali Pers, 2011), p. 43

Group	Score	Number of Students	Percentage
A	85 - 100	8	32%
B	65 - 84	17	68%
C	< 65	0	0%
	<b>Amount</b>	<b>25</b>	<b>100%</b>

After grouping by value, it is known that:

- a. Group A, which scored 85-100, had 8, which were completed
- b. There are 17 people in Group B who got a score of 65 – 84, which has been completed.
- c. There was no group C that got a score < 65.

There were 25 students who scored above 65. So, the number of students who have completed the lesson is 25 people (100%) while there are no students who have not completed it (0%).

Activities in the learning process carried out by students are in a good category. This can be seen in the table below:

**Table 10 : Percentage of students who complete and do not complete**

Number of Students	complete	Not Completed
25 people	25 people	-
	Percentage	
	100%	0%

The writing skills of students at the cycle II meeting have increased compared to cycle I and have achieved predetermined indicators of success. Writing skills acquired in cycle I averaged 70.6 with 68% mastery, and writing skills

acquired in cycle II averaged 81.6 with 100% mastery as shown in the following table of writing skills :

**Table 12: Recapitulation of Student Values Cycle 1 and Cycle II**

CYCLE	Average Writing Skill	Number of Completed Participants	Number of Participants Incomplete	Percentage of Number of Completed Participants	Percentage of Total Participant Not Completed
Cycle I	70,6	17	8	68%	32%
Cycle II	81.6	25	0	100%	0%

Source: Research Results, Wednesday 10 August 2022

Based on the data from cycle I and cycle II mentioned above, to determine success in this study, it is necessary to compare the pre-cycle yield values and the results obtained from cycle I and cycle II. This can be seen in the table of comparison of student results before the following cycle and cycle I and cycle II

**Table 13: Comparison of pre-cycle and cycle I values**

No	Student Name	KKM	Pre Cycle 1	Cycle I
1	Abdul Rahim	65	60	70
2	Abdul Rahman	65	70	90
3	Adly Alif	65	70	90
4	Afif	65	80	90
5	Ahmad Khalik	65	40	50
6	Ahmad Wahyu	65	50	70
7	Ahmad Zahir	65	40	50
8	Alfilzah	65	60	70
9	Alfian	65	40	40

10	Angga Saputra	65	65	70
11	grace	65	65	70
12	Arham	65	60	60
13	Azwar	65	70	90
14	Emil Syaputra	65	40	60
15	Farraz	65	50	60
16	Masyharul	65	60	75
17	Muh Farhan	65	50	60
18	Muh Rizky	65	60	70
19	Muh Achil	65	40	50
20	Muh Farel	65	80	90
21	Muh Raihan	65	60	70
22	Muhammad Wahyudi	65	50	70
23	Nur Almusthafa	65	80	90
24	Rifki Ramdan	65	60	70
25	Said Muhammad Ihsan	65	80	90
<b>Amount</b>			<b>1480</b>	<b>1765</b>
<b>Class average</b>			<b>59,2</b>	<b>70,6</b>
<b>Completeness Percentage</b>			<b>36%</b>	<b>68%</b>
<b>The highest score</b>			<b>80</b>	<b>90</b>
<b>Lowest value</b>			<b>40</b>	<b>40</b>

To determine the success of this study, it is necessary to compare the acquisition of cycle 1 and 2. This can be seen in the following table of comparison of students' writing skills in cycle 1 and cycle 2.

**Table 14 :Comparison of Acquisition of Student Values Cycle I and Cycle II**

No	Student Name	KKM	Cycle I	Cycle II
1	Abdul Rahim	65	70	85
2	Abdul Rahman	65	90	95
3	Adly Alif	65	90	90
4	Afif	65	90	90
5	Ahmad Khalik	65	50	75
6	Ahmad Wahyu	65	70	75
7	Ahmad Zahir	65	50	75
8	Alfilzah	65	70	80
9	Alfian	65	40	70
10	Angga Saputra	65	70	80
11	grace	65	70	75
12	Arham	65	60	75
13	Azwar	65	90	95
14	Emil Syaputra	65	60	70
15	Farraz	65	60	80
16	Masyharul	65	75	80
17	Muh Farhan	65	60	75
18	Muh Rizky	65	70	80



19	Muh Achil	65	50	70
20	Muh Farel	65	90	95
21	Muh Raihan	65	70	80
22	Muhammad Wahyudi	65	70	80
23	Nur Almusthafa	65	90	95
24	Rifki Ramdan	65	70	80
25	Said Muhammad Ihsan	65	90	95
<b>Amount</b>			<b>1780</b>	<b>2040</b>
<b>Class average</b>			<b>71,2</b>	<b>81.6</b>
<b>Completeness Percentage</b>			<b>68%</b>	<b>100%</b>
<b>The highest score</b>			<b>90</b>	<b>95</b>
<b>Lowest value</b>			<b>40</b>	<b>70</b>

Based on the results of observations and evaluation results in Arabic lessons using the Active Knowledge Sharing method, there has been an increase, including:

- a. Students are more enthusiastic in learning.
- b. Students are more creative because they are supported by fun methods.
- c. All students are active in the learning process.
- d. Students are not bored and not sleepy.
- e. The learning process can be done in a timely manner.

The results of the cycle 2 test showed that of the 25 students who took the evaluation test, 25 of them passed. Thus there was an increase of 32%, from 68%

to 100%. The class average also experienced a good increase from 71.2 to 81.6. This shows an increase in understanding and skills of students towards learning material

#### **d. Reflection**

After the planning stages until the observation is carried out, the researcher returns to analyzing and reflecting on the results or findings that have been recorded in the observation sheet. The purpose of the analysis and reflection of cycle 2 is to determine the increase in the ability of students and mastery of learning in mastering the material being studied. The results of these reflections are as follows:

- 1) Teachers and researchers actively control students while going around looking for answers and giving a clear overview of the subject matter.
- 2) Teachers and researchers have put emphasis on the core of learning.
- 3) The researcher has followed the learning steps according to the well-used strategy.
- 4) Researchers have provided guidance to students when reading and answering questions
- 5) The students' writing skills have reached the specified indicators so that the learning process is not treated in the next cycle.
- 6) Teachers and researchers have given tests at the end of the cycle and students are 100% complete in learning

Based on writing skills and the results of observing the teaching and learning process of the active knowledge sharing strategy in cycle II, a general picture is obtained that the results of student scores in this cycle have reached indicators of success. II. So it can be concluded that learning does not need to be continued to the next cycle, because the results achieved are satisfactory

#### 4. CONCLUSION

Based on the results of classroom action research and discussion of Active Knowledge Sharing learning strategies in the Arabic language subject at Madrasah Aliyah class X Pondok Pesantren Al Ikhlas Addary DDI Takkalasi with a total of 25 students carried out in 2 cycles, it can be concluded:

1. Learning that uses an Active Knowledge Sharing Strategy is structured in the form of a Learning Implementation Plan (RPP) which contains the steps of the Active Knowledge Sharing Learning process that can increase the activities of class X students at Madrasah Aliyah.
2. Learning using the Active Knowledge Sharing strategy can improve students' writing skills in class X Madrasah Aliyah Pondok Pesantren Al Ikhlas DDI Takkalasi in Arabic subjects. This is shown by the data before it was applied, the average result obtained was only 59.2 with 36% completeness. After implementing the Active Knowledge Sharing strategy, the average score for writing test results in cycle I increased to 70.6 with 68% completeness. In the second cycle, the average writing test score was 81.6 with completeness learn 100%. Thus the action hypothesis is answered in the research that has been conducted that the application of Active Knowledge Sharing strategies can improve Arabic writing skills in class X Madrasah Aliyah Pondok Pesantren Al Ikhlas Addary DDI Takkalasi Barru Regency

3. The application of the Active Knowledge Sharing strategy can improve Arabic writing skills at Madrasah Aliyah Islamic Boarding School Ikhlas Addary DDI Takkalasi.

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