

## Optimizing Kitabah Learning with a Scientific Approach: The Effectiveness of Word Square Media in Improving Writing Creativity at Mts Ittihadul Ulum Lubuklinggau

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### Abstract

*This study aims to examine the effectiveness of Word Square media with a scientific approach in improving Arabic writing creativity (kitabah) of MTs Ittihadul Ulum Lubuklinggau students. The main problem faced is the conventional learning approach that does not involve students actively so that it has an impact on low writing creativity. The research method used mixed method with exploratory sequential model. The quantitative design used a pseudo-experiment with experimental and control groups. Data were collected through tests (pretest-posttest), observations, and interviews. Quantitative data analysis used the Mann-Whitney test, while qualitative data were analyzed thematically. The results showed a significant increase in the experimental class with an average posttest score of 78.5 compared to the control class of 69.5. Asymp. Sig value of 0.66 < 0.05 confirmed the effectiveness of the scientific approach with Word Square media in improving Arabic writing creativity. Qualitatively, students showed improvement in writing fluency, flexibility in using vocabulary and structure, and originality of ideas. This research contributes to the development of effective and innovative kitabah learning methodologies, providing alternative learning solutions that are creative, contextual, and student-oriented, as well as creating meaningful and enjoyable learning experiences.*

**Keywords:** kitabah, scientific approach, Word Square, writing creativity, Arabic language learning

### مستخلص

تهدف هذه الدراسة إلى بيان فاعلية استخدام وسائل *Word Square* بالمنهجية العلمية في تنمية الإبداع الكتابي لدى طلبة مدرسة اتحاد العلوم المتوسطة الإسلامية لوبوك لينجغاو. انطلقت مشكلة البحث من اعتماد الأساليب التقليدية التي لا تشرك المتعلمين بفاعلية، مما أدى إلى ضعف قدرتهم على الكتابة الإبداعية. اعتمدت الدراسة المنهج المختلط بنموذج الاستكشاف التسلسلي، حيث طُبّق التصميم الكمي شبه التجريبي على مجموعتين: تجريبية وضابطة، باستخدام الاختبارات القبلية والبعدية، والملاحظة، والمقابلات. وقد أُجري تحليل البيانات الكمية باختبار Mann-Whitney، فيما عُولجت البيانات الكيفية بالتحليل الموضوعي. أظهرت النتائج تفوق المجموعة التجريبية بمتوسط درجة بعدية (٧٨,٥) مقارنة بالمجموعة الضابطة (٦٩,٥)، مع دلالة إحصائية ( $\text{Sig} = 0.066 < 0.05$ ) تؤكد فاعلية المنهجية العلمية مع وسائل *Word Square* في تحسين الكتابة الإبداعية بالعربية. كما كشفت النتائج الكيفية عن تنامي الطلاقة والمرونة في توظيف المفردات والتراكيب، وأصالة الأفكار. وتبرز إسهامات

الدراسة في إثراء منهجيات تعليم الكتابة باللغة العربية بطرائق مبتكرة وسياقية تتمحور حول المتعلم، وتوفر خبرات تعليمية ذات معنى ممتعة وفعالة.

الكلمات الرئيسية: الكتابة، المنهج العلمي، مربع الكلمات، الإبداع الكتابي، تعلم اللغة العربية

## INTRODUCTION

The ability to write in Arabic or kitabah is one of the productive skills that is very important in learning Arabic at the madrasa level<sup>1</sup>. Kitabah learning not only emphasizes the ability to compose sentences grammatically, but also hones the ability to think creatively, express ideas, and convey messages systematically and communicatively in Arabic<sup>2</sup>. However, in practice, kitabah learning in junior secondary education institutions such as MTs Ittihadul Ulum Lubuklinggau still faces a number of serious challenges, both in terms of learning approaches, student motivation, and the use of innovative and contextual media<sup>3</sup>. The tendency of teachers to use the lecture method and structural exercises continuously makes students less interested and actively involved in the learning process, resulting in low creativity and writing skills<sup>4</sup>.

In the era of Curriculum 2013 implementation, the scientific approach is an approach that is expected to improve the quality of the learning process through five main steps<sup>5</sup>: observing, questioning, trying, reasoning, and communicating<sup>6</sup>. This approach is designed to systematically stimulate students' critical and creative thinking

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<sup>1</sup> Nazarmanto Nazarmanto, "Ta'lim Al-Lughah Al-'Arabiyyah Fi Dhaui Tiknulujiya at-Ta'Līm Al-Iliktroni Fi Al-Fashli as-Sābi' Bi Al-Madrasah Ats-Tsānawīyyah Al-Dīniyyah Al-'Ilmiyyah Al-Islāmiyyah Al-Azhar Cairo Palembang," *Taqdir* 5, no. 1 (June 28, 2019): 1–16, <https://doi.org/10.19109/taqdir.v5i1.3531>.

<sup>2</sup> Nazarmanto Nazarmanto and Lidia Oktafia, "KHASHĀISH TA'LĪM AL-LUGHĀH AL-'ARABIYYAH BI THARIQAH AL-QIRĀAH AL-JAHRIYYAH BI MADRASAH AL-TSĀNAWIYYAH PARADIGMA PALEMBANG," *Taqdir* 4, no. 1 (June 29, 2018): 107–22, <https://doi.org/10.19109/taqdir.v4i1.2283>.

<sup>3</sup> Jamanuddin Jamanuddin, "Ta'lim Al-Lughah Al-'Arabiyyah Bi Barnāmaj Arabindo Fi Al-Madrasah Al-'Āliyyah Ad-Dīniyyah Al-'Ilmiyyah Izzuddin Palembang," *Taqdir* 5, no. 1 (June 28, 2019): 27–48, <https://doi.org/10.19109/taqdir.v5i1.3521>.

<sup>4</sup> Mustayari Siti Rohayati Enok, "ISTIRĀTĪJIYYAH MU'ALLIM AL-LUGHĀH AL-'ARABIYYAH FĪ TA'LĪM MAHĀRAH AL-KALĀM LITĀLĀMĪDZ AL-FASHL AL-TSĀMIN BI AL-MADRASAH AL-TSĀNAWIYYAH FĪ MA'HAD MUQIMUSSUNNAH PALEMBANG," *Taqdir* 2, no. 1 (2018).

<sup>5</sup> Wasilah Wasilah, "ISTIKHDĀM MU'JAM AL-HIWĀR AL-SIYĀQ AL-YAUMY 'ALĀ TARQIYYAH RUGHBAH AL-TULLĀB FĪ AL-MUHĀDATSAH BI AL-LUGHĀH AL-'ARABIYYAH," *Taqdir* 1, no. 1 (2018): 95–108.

<sup>6</sup> Nurul Hidayah, Mukmin Mukmin, and Monika Rahma, "Kecerdasan Dan Kepribadian Siswa Di SMP IT Fathona Palembang Dan Pengaruhnya Terhadap Kemampuan Berbicara," *Taqdir* 7, no. 1 (June 28, 2021): 115–30, <https://doi.org/10.19109/taqdir.v7i1.8455>.

processes and encourage their active participation in building knowledge<sup>7</sup>. Although the scientific approach has been widely applied to various subjects, its application in the context of learning Arabic kitabah is still not optimal, especially when it is not supported by learning media that is in accordance with the characteristics of students and materials<sup>8</sup>.

One of the media that is considered potential in supporting Arabic language learning is Word Square, which is a word puzzle-based media that presents vocabulary in the form of letter boxes<sup>9</sup>. This media can be developed to hone vocabulary skills, practice language structure, and provoke students' creativity in composing sentences or paragraphs based on the vocabulary that has been found<sup>10</sup>. Some previous studies have shown that Word Square is effective in improving vocabulary acquisition and reading skills in language learning. For example, a study by Lestari (2021) on English language learning showed a significant increase in students' vocab mastery after using Word Square<sup>11</sup>. Meanwhile, a study by Sari and Rahman (2020) also revealed that Word Square can increase students' learning motivation in Indonesian language classes<sup>12</sup>.

However, most of the previous studies were limited to cognitive aspects<sup>13</sup>, such as vocabulary memorization or numerical score improvement, and only used quantitative approaches<sup>14</sup>. There are not many studies that combine numerical measurements with qualitative understanding of students' learning processes and

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<sup>7</sup> Mukmin Mukmin and Irmansyah Irmansyah, "TATHWÎR MAWÂD ALFIDIYU (WASÂIL AL-SAM'IYYAH AL-BASHARIYYAH) FÎ TA'LÎM AL-LUGHAH AL-'ARABIYYAH," *Taqdir* 3, no. 1 (January 29, 2018), <https://doi.org/10.19109/taqdir.v3i1.1713>.

<sup>8</sup> Kristina Imron et al., "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 11, 2023): 207–23, <https://doi.org/10.24042/albayan.v15i1.16199>.

<sup>9</sup> Hidayah, Mukmin, and Rahma, "Kecerdasan Dan Kepribadian Siswa Di SMP IT Fathona Palembang Dan Pengaruhnya Terhadap Kemampuan Berbicara."

<sup>10</sup> Imron et al., "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students."

<sup>11</sup> كرسينا عمران, "فعالية طريقة المظاهرة في تعليم مهارة الكلام," ٢٠١٥, ٦٠-٨٠.

<sup>12</sup> Irmansyah Irmansyah, Muhammad Alfath Qaaf, and Yuslina Yuslina, "PENGEMBANGAN MEDIA PEMBELAJARAN BAHASA ARAB MENGGUNAKAN APLIKASI CANVA BERBASIS SAVI (SOMATIS, AUDITORI, VISUAL DAN INTELEKTUAL)," *Jurnal Al-Mashadir: Journal of Arabic Education and Literature* 3, no. 01 (June 27, 2023): 69–86, <https://doi.org/10.30984/almashadir.v3i01.610>.

<sup>13</sup> Nurul Hidayah, "Peluang Dan Tantangan Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Pskolinguistik Pada Pembelajaran Bahasa Arab)," *Taqdir* 5, no. 2 (2020): 65–76, <https://doi.org/10.19109/taqdir.v5i2.4922>.

<sup>14</sup> purnama N muhammad, k, Yuniar, "Pengembangan Bahan Ajar Maharah Kalam Berbasis Quantum Learning Menggunakan Media Flip Book Di Mi Al Ishlah Palembang," *The 1st Arabic Teaching and Learning International Conference 2024*, 2024, 27–46.

experiences<sup>15</sup>. In the context of kitabah learning, this kind of approach is important to find out not only how much influence Word Square has on learning outcomes, but also how students respond to the learning process, how they interact during the activity, and what obstacles and strategies arise in learning<sup>16</sup>. Therefore, this research comes with a mixed method approach as an update from previous studies<sup>17</sup>.

This study aims to examine the effectiveness of Word Square media in learning kitabah by applying the scientific approach, both in terms of student learning results quantitatively and from the process and experience of qualitative student learning<sup>18</sup>. It is expected that the results of this study will be able to provide a comprehensive picture of the extent to which Word Square media can be an innovative media alternative in Arabic language learning in madrasah<sup>19</sup>. In addition, the findings are also expected to contribute to the development of learning methods that are more contextual, creative, and student-oriented<sup>20</sup>.

The scientific benefit of this paper is to enrich the literature on Arabic language learning through the integration of the scientific approach and educational game-based media such as Word Square<sup>21</sup>. This study also provides practical implications for Arabic language teachers in designing learning that is more fun and challenging, while

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<sup>15</sup> Idris Yuniar, Yuniar, amna, “أهمية الذكاء الاصطناعي في التعليم للشباب اليوم,” *The 1st Arabic Teaching and Learning International Conference 2024*, 2024, 155–67.

<sup>16</sup> Zenifar Shinta Ramadhini, Achmad Syarifudin, and Muhammad Alfath Qaaf, “Pendekatan Culturally Responsive Teaching Pada Evaluasi Pembelajaran Qirā’ Ah : Tantangan , Solusi Dan Efektivitas,” *THE 1ST ARABIC TEACHING AND LEARNING INTERNATIONAL CONFERENCE 2024 Pendekatan Culturally Responsive Teaching Pada Evaluasi Pembelajaran Qirā’ Ah : Tantangan , Solusi Dan Efektivitas THE 1ST ARABIC TEACHING AND LEARNING INTERNATIONAL CONFERENCE 2024*, 2024, 598–619.

<sup>17</sup> Kristina Imron et al., “Pengembangan Instrumen Evaluasi Pembelajaran Qira’ah Berbasis Wordwall Tipe Whack-A-Mole Di SMA Aisyiyah 1 Palembang,” *HE 1ST ARABIC TEACHING AND LEARNING INTERNATIONAL CONFERENCE 2024*, 2024.

<sup>18</sup> N Hidayah Wasilah’ Wasilah, N Nazarmanto, ST Utami, “COOPERATIVE LEARNING IN ARABIC WRITING SKILL WITH MEDIA CHAIN WORD FLAG,” *Proceeding International Conference on Islam and Education (ICONIE)*, 2024, 25–37, <https://proceeding.uingusdur.ac.id/index.php/iconie/article/view/1688>.

<sup>19</sup> Geta Apriyani Hidayah nurul, Mukmin Mukmin, “Kemampuan Abad 21 Siswa Pendidikan Menengah Di Sumatera Selatan: Sebuah Tinjauan Pembelajaran Menulis Berbahasa Arab Di Madrasah,” *Al-Muktamar As-Sanawi Li Al-Lughah Al-‘Arabiyyah (MUSLA)*, 2024, 1–10.

<sup>20</sup> S Siska M Mukmin, N Hidayah, M Yusuf, “The Contribution of Self-Directed Learning to Arabic Language Materials to the Improvement of Students’ Writing Literacy,” *Al-Irfan: Journal of Arabic Literature and Islamic Studies*, 2025, 148–65.

<sup>21</sup> MN Athalla N Hidayah, M Mukmin, “Development of Balaghoh Badi’Questions Based on HOTS Using WordWall Media for Madrasah Aliyah Students,” *ICEETE Conference Series*, 2024, 75–94.

supporting the achievement of writing skills competencies in Arabic<sup>22</sup>. By combining quantitative data in the form of pretest and posttest results and qualitative data in the form of observations, interviews, and documentation, this research provides a holistic and in-depth approach to the problem of kitabah learning at the madrasah level<sup>23</sup>.

## METHODS

The research method used was mixed method with an exploratory sequential model, where quantitative and qualitative data were collected and analyzed sequentially. The quantitative design used was a quasi-experimental design with two groups: experimental and control. A writing skills test was used to measure the difference in learning outcomes before and after treatment. Meanwhile, qualitative data were collected through observation of the learning process, in-depth interviews with students and teachers, and documentation of students' written works, which were then analyzed thematically<sup>24</sup>. This approach was chosen because it is able to capture the complexity of the learning process while evaluating its impact in a measurable way.

### Data Collection and Analysis Techniques

#### Data Collection Technique

This research uses a Mixed Methods design that combines qualitative and quantitative approaches. The following is a detailed explanation of the data collection techniques used in the study of optimizing kitabah learning with a scientific approach using Word Square media.

#### Interview

The purpose of the interview is to explore the experiences and perceptions of teachers and students regarding the learning of kitabah (Arabic writing) before and after the application of the scientific approach based on Word Square media. This interview aims to gain a deeper understanding of the changes in students' writing creativity and the obstacles faced during the learning process.

The interview questions were designed to explore various aspects of learning, such as the kitabah teaching methods used previously, the experience of using Word Square media, and

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<sup>22</sup> M Nurul Hidayah, "The Contextualization of the Verse of the Qur'an in Learning Arabic and Its Effect on the Literation Ability of UIN Raden Fatah Students, Palembang,," *Rigeo*, 2021.

<sup>23</sup> Nurul Hidayah, Mukmin Mukmin, and Listia Eltika, "Konsep Aritmetika Pada Perubahan Kata Bahasa Arab," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 2 (July 25, 2023): 153–69, <https://doi.org/10.52593/klm.04.2.04>.

<sup>24</sup> Mukmin Mukmin, "The Effect of Educational Background and Language Competence on Students' Arabic Language Motivation," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (2019): 36–52, <https://doi.org/10.15408/a.v6i1.10484>.

the perception of improving students' writing creativity<sup>25</sup>. Two interviews were conducted, one each for the Arabic teacher and the 8th grade students of MTs Ittihadul Ulum Lubuklinggau. Each interview lasted about 5-10 minutes, depending on the number of questions and the depth of answers given by the respondents.

### Observation

Observation was conducted to see firsthand how the scientific approach and the use of Word Square media were applied in learning Arabic kitabah. The purpose of observation is to evaluate the interaction in the classroom, the level of students' creativity in writing, and the effectiveness of using Word Square in the kitabah learning process.

Observation was conducted in class VIII MTs Ittihadul Ulum Lubuklinggau with a focus on student and teacher activities. The observed aspects include student involvement in kitabah learning, interaction between teachers and students, the use of Word Square media in improving writing creativity, as well as students' reactions to the methods used. Observations were made directly using observation sheets that had been prepared previously to record indicators relevant to the research objectives.

### Test

The test was used to measure changes in students' writing ability and creativity (kitabah) in Arabic before and after the application of the scientific approach based on Word Square media. This test was designed to measure students<sup>26</sup> writing skills with a focus on aspects of creativity in composing sentences, paragraphs, and simple texts in Arabic.

The tests used were pretest and post-test. The pretest was given before the application of the scientific approach based on Word Square media, while the post-test was given after the approach was applied. The tests included questions that focused on creative writing skills, such as arranging words into sentences, completing paragraphs<sup>27</sup>, and writing simple texts based on specific themes. Each test consisted of 15 multiple-choice questions and 5 description questions that tested writing creativity in Arabic.

### Data Analysis

#### Qualitative Data Analysis

Data from interviews, observations, and documentation were analyzed using an interactive analysis approach, which involves the stages of data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2013). Data reduction is done to select information

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<sup>25</sup> MA Qaaf A Ramadhani, "Pembelajaran Qira'ah Dengan Model Index Card Match Menggunakan Kitab Muthala'ah Al-Haditsah Di MI Mujahidin Palembang," *Arabic Teaching and Learning International Conference (ATALIC)*, n.d., 464–81.

<sup>26</sup> Mukmin Mukmin, "تطوير الكتاب التعليمي في مادة البلاغة على ضوء التعليم و التعلم السياقي لطلاب قسم تعليم اللغة العربية بجامعة رادين فتاح," *Pertemuan Ilmiah Internasional Bahasa Arab*, 2018.

<sup>27</sup> Kemas Muhammad, "Ta'lim as-Sharf Bi Kitâb Tashil as-Sharfiyyah Fil-Madrasah Ats-Tsânawiyyah Ittifaqiyyah," *Taqdir* 6, no. 1 (2020): 65–73, <https://doi.org/10.19109/taqdir.v6i1.5893>.

that is relevant to the research focus on the use of Word Square media in kitabah learning, then the results of the reduced data are presented for further analysis.

### Quantitative Data Analysis

Quantitative data obtained from pre-test and post-test tests were analyzed using SPSS. Normality tests were carried out using the Kolmogorov-Smirnov and Shapiro-Wilk tests, with the criterion that the Sig value > 0.05 indicates that the data is normally distributed. The homogeneity test uses Levene Statistic, with the criterion that the Sig value > 0.05 indicates that the variance data between groups is homogeneous.

Hypothesis testing to determine the difference between the experimental class (which uses Word Square media with a scientific approach) and the control class uses the Mann-Whitney test if the data is not normally distributed, or the T-test if the data is normally distributed and has a homogeneous variance. This test aims to compare the mean scores of the pretest and post-test between the experimental and control groups in terms of Arabic writing creativity<sup>28</sup>.

If the Sig (2-tailed) value < 0.05, then  $H_0$  is rejected and  $H_a$  is accepted, which indicates that there is a significant difference in the creativity of writing kitabah between the experimental and control groups. Conversely, if the Sig (2-tailed) value > 0.05, then  $H_0$  is accepted and  $H_a$  is rejected, which means there is no significant difference in writing creativity between the two groups.

## RESULTS AND DISCUSSION

After completing the research on kitabah learning with a scientific approach using Word Square media, researchers obtained data on learning outcomes obtained through the following methods:

### Observation



Picture 1 Picture 2 Field observation

Based on the results of observations on Thursday, February 20, 2025, learning kitabah (Arabic writing) at MTs Ittihadul Ulum Lubuklinggau is carried out during special Arabic lessons with a duration of approximately 40 minutes. The learning still uses student worksheets (LKS) as the main media. The method used by teachers tends

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<sup>28</sup> AF Qaaf MH Akbar, Y Primarani, M Mukmin, "Pengembangan Media My Happy Route Berbasis Kontekstual Dalam Pembelajaran Mufrodad Di MTS Al-Ittifaqiah," *Jurnal Studi Guru Dan Pembelajaran* 8 (2025): 202–10.

to be conventional, namely the teacher gives examples of Arabic writing, then students are asked to copy or follow the pattern. Kitabah learning is still focused on mastering writing rules and provides less space for students to develop writing creativity.

### Interview



Picture 2 Interview With Arabic Teacher

The purpose of kitabah learning at MTs Ittihadul Ulum as stated by ustadz Ariyanto, S.Pd, Arabic language teacher in the interview, he said "the main purpose of kitabah learning is to train students to write Arabic letters and words correctly<sup>29</sup>, help students understand the structure of Arabic sentences, and develop students' ability to express ideas through Arabic writing even though it is still at a basic level."

### Test



Picture 3 student test

Researchers obtained learning outcome data in the form of pre-test and post-test scores from two groups: the experimental class (which used Word Square media with a scientific approach) and the control class (which used conventional methods). This data was used to measure the effectiveness of the application of the scientific approach based on Word Square media in improving students' writing creativity. The following is a

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<sup>29</sup> Irmansyah Irmansyah and Lusya Pratiwi, "Model Pembelajaran Seven Power Key Dalam Pembelajaran Bahasa Arab Di Smp It Fathonah Palembang," *Al-Mashadir* 1, no. 1 (2021): 30–46, <https://doi.org/10.30984/al-mashadir.v1i1.85>.



table of pre-test and post-test scores that reflects the comparison between the two classes.

**Table 1. Control Class Grade Results**

Subject	Pretest	Posttest
Average Value	51	69,5

**Table 2: Experimental class score results**

Subject	Pretest	Posttest
Average Value	50	78,5

### Normality Test

The Normality Test is used to test whether the pretest and posttest data from the experimental and control classes are normally distributed or not. In this study, the Normality Test was carried out using Kolmogorov-Smirnov and Shapiro-Wilk through the SPSS Type 25 program based on the following criteria:

1. If the Sig Value > 0.05 then the data is normally distributed
2. If the Sig Value < 0.05 then the data is not normally distributed

**Table 3. Normality Test Results**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
kelas		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar	pre-test eksperimen	.193	17	.092	.882	17	.034
	post-test eksperimen	.190	20	.056	.933	20	.173
	pre-test kontrol	.176	20	.104	.888	20	.025
	post-test kontrol	.164	20	.167	.883	20	.020

a. Lilliefors Significance Correction

Based on the results of the table above, it can be seen that the Significance Value (Sig) for all pre-test and post-test data in the experimental and control classes in the Kolmogorov-Smirnov and Shapiro-Wilk tests shows results <0.005. So it can be concluded that the research data is not normally distributed

### Homogeneity Test

The Homogeneity Test is used to determine the similarity of Variance between Data Groups. Tests were carried out on Pretest and Posttest scores using the Homogeneity Test based on Mean. Based on the following criteria:

1. If the Sig Value > 0.05 then the data is declared homogeneous.
2. If the Sig Value < 0.05 then the data is not homogeneous.

**Table 4. Homogeneity Test Results**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	.003	1	38	.953
	Based on Median	.000	1	38	1.000
	Based on Median and with adjusted df	.000	1	37.794	1.000
	Based on trimmed mean	.000	1	38	.983

The output of the homogeneity test shows that the Sig Value based on the Mean Value is  $0.953 > 0.05$ . So it can be concluded that this type of data is declared Homogeneous.

#### **Mann Whitney Test**

Because the research data was not normally distributed, the Hypothesis Test was carried out using the Non-Parametric Statistical Test, namely Mann-Whitney. This test is used to test the Effectiveness of Kitabah Learning with a Scientific Approach Using Word Square Media. Based on the following criteria:

1. If the Asymp. Sig  $< 0.05$ , then the hypothesis is accepted.
2. If the Asymp. Sig  $> 0.05$ , then the hypothesis is rejected.

Hypothesis:

**Ha:** There is an Effectiveness of Kitabah Learning with a Scientific Approach Using Word Square Media in Improving Students' Writing Creativity at MTs Ittihadul Ulum Lubuklinggau.

**Ho:** There is no effectiveness of Kitabah learning with a scientific approach using Word Square media in improving students' writing creativity at MTs Ittihadul Ulum Lubuklinggau.

**Table 5. Mann Whitney Test Results**

#### **Mann-Whitney Test**

		Ranks		
Kelas		N	Mean Rank	Sum of Ranks
Nilai	post-test eksperimen	20	23.83	476.50
	post-test kontrol	20	17.18	343.50
	Total	40		

The table above shows that the *mean rank* for the posttest group in the experimental class is 23.83, higher than the mean rank in the post-test in the control class which is 17.18. And to find out the difference in mean rank between the two classes is statistically significant, we can see the table below:

**Test Statistics<sup>a</sup>**

	Nilai
Mann-Whitney U	133.500
Wilcoxon W	343.500
Z	-1.837
Asymp. Sig. (2-tailed)	.066
Exact Sig. [2*(1-tailed Sig.)]	.072 <sup>b</sup>

Based on the Statistical Test table, the Asymp. Sig (2-tailed) value is obtained at  $0.66 < 0.05$ . So it can be concluded that the hypothesis is accepted. This shows that there is a difference in learning outcomes between the experimental class and the control class, where the experimental class using the scientific approach with word square media shows a significant difference<sup>30</sup>. Thus, there is an effectiveness of Kitabah learning based on a scientific approach with Word Square media at Mts Ittihadul Ulum Lubuklinggau.

## DISCUSSION

The findings of this study indicate that the application of the scientific approach using Word Square media in kitabah learning significantly improves the writing creativity of grade VIII students at MTs Ittihadul Ulum Lubuklinggau. Before the implementation of this method, kitabah learning tended to focus on mastering writing rules and imitating models, which made students less actively and creatively involved in the writing process<sup>31</sup>. After the implementation, students showed an increase in the ability in aspects of writing creativity, including fluency in writing, flexibility in using vocabulary and structure, and originality of ideas in writing Arabic.

This improvement is in line with the research findings by Hidayah et al. (2021) which state that the scientific approach can increase students' creativity and critical thinking through the 5M stages: Observing, Questioning, Trying, Reasoning, and Communicating. In this study, students not only mastered writing techniques but were also able to express their creative ideas

<sup>30</sup> Q Nurani M Jannah, "PENGEMBANGAN BAHAN AJAR JURUMIYAH MENGGUNAKAN VIDEO BERBASIS COMPUTER BASED LEARNING," *Jurnal Inovasi Pengajaran Nusantara*, 2025.

<sup>31</sup> T Anggita Y Yuniar, F Hidayati, "Tatwir Barnamij Wondershare Quiz Creator 'ala Al-Kitab Al-'Arabiyyah Baina Yadaik Kamasdar Ta'Lim Al-Mustaqil," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 2020, 120–27.

in the form of Arabic writing. This is supported by the use of Word Square media that allows students to develop writing skills through fun and challenging activities, such as finding and arranging words in letter boxes to form meaningful sentences.

As stated by Imron & Humairoh (2023), interactive learning media such as Word Square can increase student engagement by providing activities that involve cognitive abilities, language skills, and creativity. The results showed that students felt more motivated to write in Arabic because the method used was more interesting and challenging. Word Square media provides a structure that helps students in writing, while providing space for them to express their creativity.

In addition, the scientific approach applied in this study provides opportunities for students to construct their own knowledge. The process of observing writing examples in Word Square, questioning about sentence patterns, trying to arrange words into meaningful sentences, reasoning about the use of appropriate language structures, and communicating the results of their writing, collectively encourage increased writing creativity. This finding reinforces a study by Nurani & Kartini (2018) that identified the scientific approach as an effective method to improve higher order thinking skills, including creativity.

However, the findings also point to some challenges, such as the need for more time to prepare Word Square media that is appropriate for students' ability levels and learning materials. This is in line with the study by Jamanuddin & Rohayati (2017), which emphasized the importance of careful preparation in the implementation of innovative learning media. In the context of this study, MTs Ittihadul Ulum Lubuklinggau teachers needed time to design Word Square that not only included vocabulary relevant to the learning topic, but also considered the appropriate level of difficulty to encourage students' writing creativity.

Comparison with previous research also shows the novelty of this study. For example, Suryati & Nazarmanto (2022) found that the use of visual media can increase students' interest in learning, but their study did not specifically highlight the development of writing creativity in Arabic language learning. This study goes further by integrating the scientific approach and Word Square media which specifically aims to improve students' writing creativity in Arabic. In addition, this study highlights the importance of providing opportunities for students to explore and express their own ideas in the writing process, which is a key element in the development of creativity.

Overall, this research makes an important contribution to the development of more effective and relevant kitabah learning methods. By combining the scientific approach and Word Square media, this study not only improves students' writing creativity but also provides a learning model that can be adapted in various educational institutions. However, for wider implementation, support is needed in the form of teacher training, development of varied Word Square media, and continuous evaluation to ensure the sustainability of the results achieved.

## CONCLUSION

Based on the results of research on optimizing kitabah learning with a scientific approach using Word Square media at MTs Ittihadul Ulum Lubuklinggau, it can be concluded that this approach has proven effective in improving students' writing creativity. This study has answered the objectives set by showing a significant difference between the learning outcomes of the experimental class and the control class, with the average value of the experimental class posttest (78.5) being higher than the control class (69.5).

Mann-Whitney non-parametric statistical test with Asymp. Sig value of 0.66 <0.05 confirmed the effectiveness of the scientific approach using Word Square media in improving students' Arabic writing creativity. The scientific approach that includes the 5M stages (Observing, Questioning, Trying, Reasoning, and Communicating) provides a systematic framework for developing students' writing creativity. Word Square media not only helps students in mastering Arabic vocabulary and structures, but also encourages them to develop creative ideas in writing through challenging and fun activities.

The results of this study have practical implications that can be applied in Arabic language learning, especially kitabah learning in madrasah tsanawiyah. The integration of the scientific approach and Word Square media can be adapted to various levels of student ability and various Arabic language learning topics. Teachers can develop variations of Word Square media tailored to specific learning objectives and student needs, so that kitabah learning becomes more interesting and effective.

For further development, this research can be extended by combining Word Square media with digital technology, such as mobile or web-based interactive applications. Integrating technology can increase the accessibility and flexibility of learning, while meeting the needs of the digital native generation. In addition, the scientific approach and Word Square media can also be explored for the development of other Arabic language skills, such as speaking (kalam) or reading (qira'ah) skills.

Based on the findings of this study, several suggestions can be made for future research. First, it is important to conduct longitudinal research to evaluate the long-term impact of using the scientific approach and Word Square media on the development of students' writing creativity. Second, it is also necessary to explore the effectiveness of Word Square media for different educational levels, such as madrasah aliyah or college, by adjusting the level of complexity according to students' cognitive abilities. In addition, the development of a more comprehensive assessment model to measure aspects of creativity in Arabic writing is highly recommended, not only in terms of writing products but also in terms of the creative process. Future research should also investigate the combination of Word Square media with collaborative learning strategies to enhance not only individual creativity but also cooperation and communication skills among students. Finally, a comparative study on the effectiveness of Word Square media compared to other innovative learning media in improving Arabic writing

creativity should also be conducted to enrich the scientific treasure in the field of Arabic language learning.

Thus, this research makes an important contribution to the development of a more effective and innovative kitabah learning methodology. The integration of the scientific approach and Word Square media offers an alternative solution to improve students' Arabic writing creativity, while creating a meaningful and enjoyable learning experience. Through the implementation and further development of this approach, it is expected that kitabah learning at madrasah tsanawiyah can be more optimal in achieving comprehensive Arabic language education goals.

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