



Writing and Indonesian Islamic Boarding School (Students, Teachers, and Alumni): A Mini-Pilot Study Perspective

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Abstract

Studies on writing are categorized into monodisciplinary and interdisciplinary. Related with matter the study, this aim explores unesa-trend writing, and program writing from Unesa for students, teachers, and alumni boarding schools that are found in the East Java region. So far, research on writing is still in the partial category, resulting in partial outcomes. This research method uses qualitative Which puts forward narration data and data interpretation. The respondents for this research were students, teachers, and alumni of East Java Islamic boarding schools. This research used 150 respondents. Technique analysis data was carried out using the stages of identification, classification, verification, and final presentation of the main data, in the final stage the researcher carried out triangulation. From the various questions asked, the results showed that (1) there were more female respondents, (2) most of them came from Islamic boarding school students/children, (3) most of the respondents' writings had never been published in the mass media (4) most of the respondents' motivation in writing is for fun (5) respondents answered that deadlock/stagnation was the complaint of most respondents when writing.

Keywords: *Writing Strategy; Unesatren Writing; Islamic Boarding School*

Introduction

The study of writing in global contexts is currently of interest to students educational researcher (Özdemir & Önderöz, 2022; Noroozi et al., 2022), linguistics (Yuan et al., 2022; Sotvoldievich, 2022; Khair & Misnawati, 2022), psychology (Ahmadi, 2019a, 2019b, 2020, 2021), and social (Murray, 2014; Mondada & Svinhufvud, 2016; Hall & Barton, 2000). Not only that, currently researchers who study writing are also focusing on writing for disabilities (Ok et al., 2022; Wang & Piper, 2022; Samatov, 2023). The trend of writing for disabilities is caused by two main factors, namely the emergence of awareness among researchers in field write Which related with equality/justice for people with disabilities who have so far received little attention from researchers and the emergence of people with disabilities who produce academic or creative works (novels, poetry, drama and short story).

In Indonesia, the study of writing has become a trend and is increasing along with the government's launch of the literacy movement in schools (GLS) (Laksono et al., 2023a, 2023b; Wiedarti

et al., 2018) which has an impact on the emergence of various strategies in teaching writing in schools and colleges. Even though writing in Indonesia has become a research trend, the obstacles to writing have still not been completely resolved. This is caused by the writing factor which is a language skill that has high complexity (Faizah et al., 2016); interest and motivation in writing are still not optimal (Ahmadi & Hariyati, 2019; Ahmadi et al., 2019a, 2019b); and environment in learning And habituation write Which Still Not yet well organized and conditioned (Challob, 2016). Thus, the factors that cause weaknesses in writing are more directed at individuals and the environment.

In relation to writing, in Indonesia there is currently a trend towards writing-related things with context disability (Putra & Wijaya, 2021; Sapanti & Farida, 2021) And writing Which linked with context boarding school (Rohman et al., 2022; Aulia, 2022; Toyiyib & Faishol, 2023). Related to phenomenon trend the, This research raises topics related to Unesatren-Writing, a writing program from Unesa for students, teachers, and alumni in Islamic boarding schools in the East Java region. In this study, researchers explored the individual experiences of students, teachers, and alumni from Islamic boarding schools in Indonesia.

Kajian Pustaka

State of the Art

State of the art as it relates to writing in the past year (2023), namely as follows. First, writing in the context of IA (artificial intelligence) (Uludag, 2023; Salvagno et al., 2023; Chen, 2023) focuses writing in its relevance to chatbots, chatGPT, and their use strategies. Second, write about the socio-cultural context (Botirali, 2023; Ben-Marzouk, 2023) which focuses studies on the environment in writing. Third, write the gender context (Ben-Marzouk, 2023; McKeown et al., 2023) which is associated with female writers or male writers. Fourth, writing in the context of disability (Kamberidou, 2023; Samatov, 2023) which focuses on reading and writing strategies among people with disabilities. Fifth, write the psychological context (Wilson, 2023; Hsu et al., 2023) which is focused on the emotive aspect. Sixth, writing context strategies and instruments (Finley, 2023; Ali, 2023) are focused on models and assessments for learning to write.

This research shows that writing can be viewed from various aspects, from monodisciplinary to interdisciplinary. Research on writing is interesting because it reveals and explores writing from various perspectives, resulting in good contributions to writing. Unfortunately, research on writing has not integrated writing in the context of education, Islamic boarding schools, and disabilities. In this regard, this research raises the topic of Unesatren-Writing, a writing program from Unesa for Islamic boarding schools in East Java.

Writing Strategy

Writing strategies are urgent to improve a person's abilities (Mawardah, 2023; Teng et al., 2022; Wang & Xie, 2022; Musdzal et al., 2022) to produce writing. Writing as a high-level language skill does require high levels of expertise in writing (Ahmadi, 2022, 2021, 2020, 2019a, 2019b, 2018; Ahmadi et al., 2021; Ahmadi et al., 2019a, 2019b; Ahmadi & Hariyati, 2019). The success of strategies in writing cannot be separated from aspects of the instructor, the strategies implemented, the students, the environment, and the technology used. In its development moment This, strategy writes more leads on integrative, interdisciplinary, and using digital technology. Currently, writing strategies are starting to explore chatGPT, chatbots, and GoogleTS which are considered to have contributed to writing strategies in global (Kılıçkaya, 2020; Guo et al., 2022) and multinational contexts.

The writing strategy offered in this research is Unesatren-Writing. This strategy uses three phases in writing, namely (1) phase first, prewriting, on phase This party from University Country Surabaya designing website related to Unesatren-Writing. The website contains writing material that has been

prepared by the research team. After that, disabled people in Islamic boarding schools will choose the type of writing they are interested in; (2) second phase, selection, the research team identifies and classified the type of writing that had been chosen by participants with disabilities; (3) third phase, presentation of material, at this stage the research team went to the field to provide writing material at the Islamic boarding school; (4) fourth phase, practice writing from students, teachers and alumni boarding school; And (5) phase final, reflective and follow-up, at this stage the research team reflects, evaluates and follows up on the results study.

Method

The method used in this research is qualitative because it focuses more on using narrative data (Silverman, 2013; Gregar, 1994; Creswell & Poth, 2016) based on the construction of the researcher's interpretation. Researchers in this context play the role of constructing the findings. Related to this, researchers are expected to have high expertise in interpreting the data being analyzed. Not only that, researchers are also expected to be able to carry out intersubjectivity so that the interpretation results are objective.

This research used 150 respondents. The respondents were drawn from 49 Islamic boarding schools in East Java. Technique analysis data is done through stages of identification data, reduction data, analyzing data, presenting data, and verifying data (Miles & Huberman, 1994). So that research data can be scientifically accountable, researchers carry out data triangulation, theoretical triangulation, and triangulation results.

Results and Discussion

Unestren's response: The Unesa Writing Program for Islamic Boarding Schools is carried out by asking several questions listed via the *Google Form platform*. These questions include: (1) Gender, (2) Category, (3) Experience of writing in mass media, (4) Motivation in writing, (5) Complaints about writing. From this form, as many as 150 respondents have provided responses to Creative Writing for the Blind. From these responses, the following results were obtained:

1. Results of the Question "Gender"

From this question, 74.7% of respondents were female and 25.3% were male.

2. "Category" Question Results

From this question, 57.3% of respondents were in the Islamic boarding school children/students category, 23.3% were in the Islamic boarding school alumni category and 19.3% were in the Islamic boarding school teachers/teachers category. Based on this diagram, the results showed that the majority of respondents were in the category of Islamic boarding school children/students, namely 57.3%. Meanwhile, the fewest in the category of teachers/instructors in Islamic boarding schools, namely 19.3%

3. Results of the Question " Experience of Writing in Mass Media "

From this question, 68.2% of respondents answered that they had never published, 28.5% of respondents answered that they had published and 3.3% of respondents answered that they often published. Based on this diagram, the results obtained were that most respondents answered that they had never published, namely 68.2%. Meanwhile, the fewest respondents answered that they often publish, namely 3.3%.

4. Results of the Question " Motivation in Writing "

From this question, 27.2% of respondents answered for fun, 25.2% of respondents answered that they wanted to become writers/writers, 23.2% of respondents answered channeling their talents, 13.9% of respondents answered hobbies, 7.9% of respondents answered they wanted to make money, and 2.6% of respondents answered they wanted to be famous. Based on this diagram, the results obtained were that most respondents answered for fun, namely 27.2%. Meanwhile, the fewest respondents answered that they wanted to be famous, namely 2.6%.

5. Results of the Question " Complaints about Writing "

From this question, 43% of respondents answered that they often experienced deadlocks in writing/stagnation, 31.8% of respondents answered that it was difficult to express ideas, 15.2% of respondents answered that they did not have a writing community and 9.9% answered that it was difficult to publish in the media. Based on this diagram, the results obtained were that the majority of respondents answered that they often experienced deadlock in writing/stagnation, namely 43%. Meanwhile, the fewest respondents answered that it was difficult to publish in the media, namely 9.9%.

Conclusion

Based on the results of the previous presentation, it can be concluded as follows. First, for question 1, Gender, the answer was that 74.7% of respondents were female and 25.3% were male. 2, Category. From this question, the majority of respondents were in the category of children/Islamic boarding school students, namely 57.3%. Meanwhile, the fewest are in the category of teachers/instructors in Islamic boarding schools, namely 19.3%. 3, Experience writing in mass media. From this question, most respondents answered that they had never published, namely 68.2%. Meanwhile, the fewest respondents answered that they often publish, namely 3.3%. 4, Motivation in writing. From this question, most respondents answered for fun, namely 27.2%. Meanwhile, the fewest respondents answered that they wanted to be famous, namely 2.6%. 5, Complaints about writing. Based on this question, the results obtained were that most respondents answered that they often experienced deadlock in writing/stagnation, namely 43%. Meanwhile, the fewest respondents answered that it was difficult to publish in the media, namely 9.9%.

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