Kitābah Online Learning Strategy With The *Scamper* Method

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ABSTRACT

This research aimed to examine projects in creative Arabic writing by online learning with the scamper method. The object of research in this study was UIN Sunan Kalijaga's 4th semester of Arabic language and literature students. The research design used was True - Experimental Designs. Data collection techniques were observation, interviews, questionnaires, tests, and documentation. Research showed that the process of learning creative Arabic writing using online-based Scamper methods in kitābah courses is declared effective, with the results of the pretest test -t independent simple test showed that sig. 0.003 < 0.05. While the results of the posttest test-t independent simple test showed sig. 0.00 < 0.05. Strengthened by the analysis of the test-paired sample test showed a level sig. 0.00 < 0.05 so that it was concluded under Ha accepted and there was a significant difference. As for the results of learning to write creative Arabic with the scamper method after treatment in the experimental group, this can be seen from the increase in the experimental group by 18% and the control group only by 9,2% . This proved that there were significant differences before and after using learning strategies with scamper methods based on online experiment classes in writing creative Arabic on *kitābah courses.*

Keyword	Arabic writing Lesson; Scamper Method; Online Based

مستخلص البحث

تهدف هذه الدراسة إلى تجربة استراتيجية تعلم الكتابة الإبداعية باللغة العربية عبر الإنترنيت باستخدام طريقة scamper. موضوع البحث في هذه الدراسة هو طلاب الفصل الدراسي الرابع في قسم اللغة العربية وآدابها في جامعة الإسلامية الحكومية سونان كاليجوغا. تصميم البحث المستخدم صحيح - التصاميم التجريبية. تقنيات جمع البيانات هي الملاحظة والمقابلات والاستبيانات والاختبارات والتوثيق. أظهرت النتائج أن عملية تعلم الكتابة الإبداعية العربية باستخدام إستراتيجية التعلم بطريقة سكامبر القائمة على الإنترنت في دورة الكتابات أثبتت فعاليتها ، حيث أظهرت نتائج الاختبار القبلي البسيط المستقل هذا التوقيع. ٠,٠٠٣ ٠,٠٥> وفي الوقت نفسه ، أظهرت نتائج اختبار t المستقل البسيط المستقل سيج ٠,٠٥ < ٠,٠٠٠ يُظهر الاختبار المعزز بتحليل اختبار عينة الاختبار المزدوج مستوى سيج ٠,٠٥ < ٠,٠٠٠لذا يمكن استنتاج أن Ha مقبول وهناك فرق كبير. كانت نتائج تعلم الكتابة الإبداعية العربية بطريقة scamper بعد العلاج في المجموعة التجريبية ، ويمكن ملاحظة ذلك من زيادة المجموعة التجريبية بمقدار ١٢ والمجموعة الضابطة بمقدار ٥,٢. وهذا يثبت وجود فرق كبير قبل وبعد استخدام استراتيجية التعلم مع طريقة scamper القائمة على الإنترنت للفصل التجريبي في الكتابة الإبداعية العربية في مقرر الكتاب.

كلمات أساسية	طريقة scamper، القائمة على الإنترنيت، الدرس الكتابة

INTRODUCTION

The purpose of Arabic learning is to develop the ability of students in using the language both oral and written (Muradi, 2013). Some language skills*(Mahārah al-lughoh)*, there are four i.e., Arabic listening skills (Mahārah*al-istima')*, Arabic speaking skill*(Mahārah al-kalam)*. Arabic Reading skill (Mahārah al-qira'ah), and Arabic writing skill*(Mahārah al-kitābah)* Hermawan (2011). According to Arifin (2009) Learning strategies are steps, plans, and rules. These three things will be played and passed in the learning process to realize the goal so that students receive material more effectively and efficiently (Musthofa, 2012), Where Diana's strategy needs to be designed before carrying out teaching and learning activities (Sumardi, 1974).

Mahārah kitābah / Arabic writing skills are activities that have a close relationship with the thought process and involve expression skills in the form of writing (Mustofa, 2011). In Arabic learning, Mahārah kitābah is one of the skills that cannot be ignored (Hamid, 2010). The most severe skills in Arabic learning is teaching Mahārah al kitābah (Dimyathi, 2016). Mahārah kitābah gives birth to thoughts or ideas such as making up composition*/insya',* making newspapers, Arabic dialogue (Effendi, 2011).

Maftukhah (2017) Stated that creative thinking is an ability owned by someone to think consistently and continuously in producing everything creative and original Creativity is not always a completely new concept, but it can also be creative through tangible objects or ideas in our minds (Panjaitan, 2017). One of the results of creative thinking is creative writing. Creative writing is one type of writing that has more aesthetic goals than pragmatic goals (Pawliczak, 2015). Creative writing can encourage the trust of learners, allowing them to be creative with language, increase awareness of writing and involve learning in the process of coming up with ideas. The creative mindset is open and broad or often called *out of the box.*

The most important thing for a teacher, especially in kitābah teaching, is to have the right strategy that can be used in the learning process. As for Arabic students, it is important to increase creativity in writing Arabic script. Kitābah course is one of the compulsory courses with 4 credits taken in the 4th semester majoring in Arabic Language and Literature at UIN Sunan Kalijaga Yogyakarta. This course is one of the important lessons for Arabic Language and Literature Students in Kitābah learning. This course is not a simple writing Arabic practice, but aims to improve overall writing competence. The course's main goal is excellent writing in Arabic articles, theses, and journals. During this pandemic, learning takes place online, which creates a new adaptation for students in learning arabic writing.

Aini (2021) said that this online-based kitābah learning is a little boring, with the same materials and tasks of delivery methods, but the lecturer can explain his material briefly and clearly. While Suhairi (2021) said during creative writing in Arabic or maharah kitābah has never used any strategy. As well as Fajar (2021), creative writing in Arabic with uslub sentence development and has not found a strategy.

Through this paper entitled **"Kitābah Online Learning Strategy With *Scamper* Method"** researchers want to offer to Kitābah Teaching Lecturers as a solution to overcome the problem of creative Writing Arabic by using learning strategies with *scamper methods.* The scamper method is a strategy that can escalate the intellection, with the questions are aimed at to generate new and different ideas through existing objects (Cahyati, 2019). With this strategy, students can generate new creative ideas when writing (*Mahārah kitābah*). SCAMPER itself is an abbreviation. Where S stands for substitution, C for combining, A for adapting, M for modifying, P for placing for another use, E for elimination, and R for otherwise.
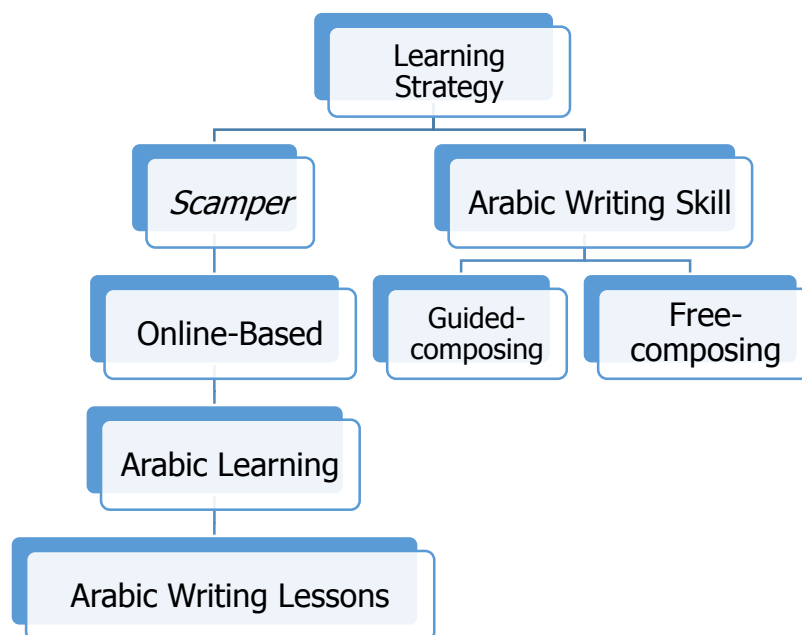

Figure 1. Research Concept Map

Figure 1 describes a research concept map. To make it easier to pass through learning materials, teachers use strategies in learning. Especially in learning a foreign language that students still consider difficult in learning, there must be a learning strategy used. The study provides an appropriate strategy for Maharah al Kitabah is a scamper strategy, in which strategies are already widely used in various fields of learning. Many previous studies on scamper state used one of them in the study of Mathematics and Biology, Hawa (2019) stated that

SCAMPER positively affects the ability of students in developing mathematical learning design in low class. While Tohir and Martiani (2019) Graveyard in his research that the scamper method could enhance the problem-solving ability in students' mathematic field of motivation. Sismi (2020) Conducted research on scamper has several advantages, one of which is being able to create and provide convenience in the learning environment, as well as train learners to produce creative problem solutions in life While Sari said in her research that SCAMPER can be an alternative in improving the creative writing skills of Arabic students (Sari, 2019). Nugroho (2018) also conducted research as that the scamper strategy is a strategy that is unique enough to understand a problem with keywords as a trigger for new ideas and is one of the inquiries or process of thinking activities exploring questions, ideas, and phenomena that emphasize students to think critically and analytically and suitable for use to hone HOTS (*Higher-Order Thinking Skills*). So from the above statements, this strategy is a unique and new thing that can be innovated in writing creative in Arabic writing skill.

METHOD

This study used quantitative research with experimental research, where the results of the study are converted into numbers analyzed using statistics by Sugiyono(2011). True Experimental Designs research design is one type of quantitative research design(Rukminingsih et al,2020), because this research design meets the requirements, such as the presence of other groups that are not subject to experimentation and participate in observations (Arikunto, 2002). Sugiyono (2018) stated if this was done by dividing students into two groups, then the experimental group was given treatment, while the control group was not given treatment.

Table 1.Research Design
Pret Test – Control Group Design – Post Test

Group	Pret Test	Trearment	Post Test
E	O_1	X	O_2
K	O_3	-	O_4

Description :

E   : Exsperiment Class

K   : Control Class

O_1 : Early results of a creative writing experiment class

O_2 : The result of a creative writing experiment class

O_3 : Early results of creative writing control class

O₄   : The end result of creative writing control class

X   : Treatment for the scamper method study in an online-based experimental class

Table 1 describes The research plan population in this study was fourth-semester students in the Arab language and literature department UIN Sunan Kalijaga, a total of 120 students divided into four classes. Researchers used a typical sampling technique (Sugiyono, 2018), with the results of taking samples from classes c and d with the number of 60 4th semester students who took kitābah courses, and It was conducted in March for 1 month 15 days in the year 2021. As for the two data sources in this study, the primary data source is the faculty of advanced literacy of the Arabic department of languages and literature fourth-semester students of Arabic writing Lesson literacy school of languages and Arabic literature school of languages and literature UIN Sunan Kalijaga, and the secondary data source used detailed documentation from the language and literature department of UIN Sunan Kalijaga.

The data-gathering technique involved observing aspects that are needed in conjunction with the learning strategy of the Arabic writing skill using the scamper method. The collection of interviews with relevant parties such as teachers, students and department of labor. Written tests given in the essay form in order to know the development of creative Arabic writing and as a data amplifier, researchers use documents involved in the mathematics learning strategy process by scamper method. Before carrying out research, researchers first prepared research instruments and learning materials for Arabic writing skill. The researchers then validated experts by one of the lisanuna community's Arabic interpretations.com Anisa rosi oktaviana*,* s.hum, and to discuss directly with professor at the Arabic Writing skill's Tika fitriyah, M.hum. In turn, researchers conducted instrument testing of 35 students, would be the validity and reliability of instruments using SPSS 22 with the following results:

In the validation test of this item the researchers used 15 essay test questions. The validity test of this research done by using the *Pearson correlation/product moment* SPSS 22. With the results of T_{table} 0.334 > $T_{calculated}$, therefore 6 invalid problems of 15 questions.

Table 2. Reliability Test Results
Reliability Statistics

Cronbach's Alpha	N of Items
.494	16

Table 2 describes alpha conbroach value of 0.494. This value is relatively high because if the alpha is> 0.05 then the data can be said to be reliable. So from the statement above, the matter of validity is classified as reliable.

RESULTS & DISCUSSION

Implementation of *Arabic Writing* online learning strategy with *scamper* method by dividing 2, control groups and experimental groups. First, the researchers *pre tested* the control group and experimental groups. In order to know the *Arabic Writing* ability of 4th semester students of Arabic language and literature. The online media used in this study is the WAG (WhatsApp Group) and the zoom meeting that Azzuhri (2009) said online media is considered effective, flexible and can add insight to learning. Here's the *pre test* and *post test:*
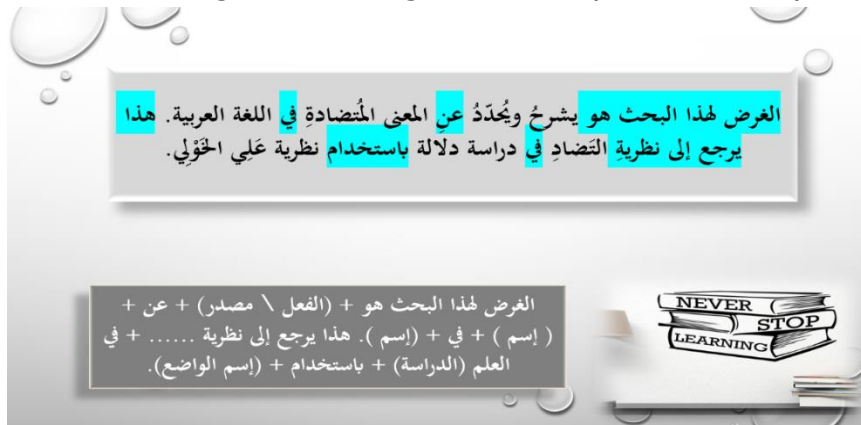

Figure 2. Pretest and posttest question

Figure 2 Shows pretest and posttest question. From the *pretest* results, the experimental group got an average score of **63.42** while the *pretest* results of the control group got an average score of **56.** After knowing the initial results of the experimental and control group, the researchers carried out *a scamper* method *treatment* on *Arabic writing's* learning. The intervention given to the experimental group using zoom meeting and whatsapp group, the material was discussed neatly and interestingly so that it could bring up creative ideas for students.
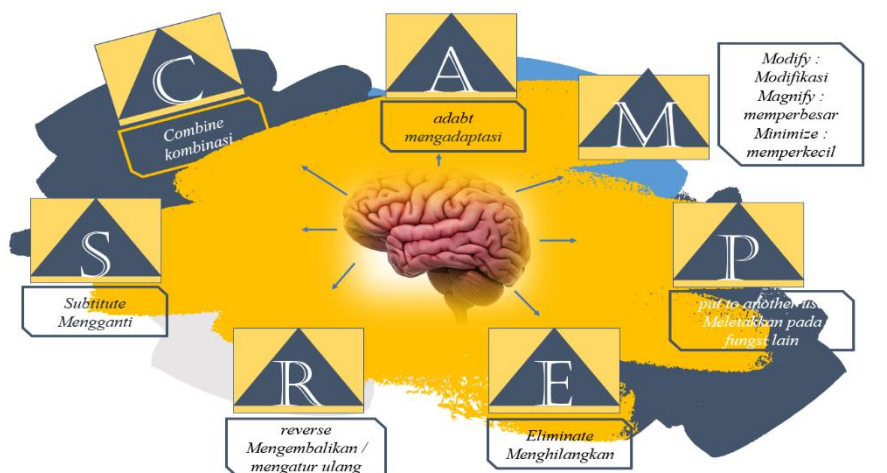

Figure 3. Scamper method

Figure 3 shows scamper method structure, the researchers explained what and how this *scamper* method is applied to Arabic writing skill (*Maharah al Kitābah).* Introduced by Alex Osborne, a pioneering teacher of creativity in 1953, this method of thinking was further developed by Bob Eberle in 1971 in his book "SCAMPER: *Games For Imagination Development"* (Septiadhi, 2019). Sudrajat (2012) conducted research stated that scamper method is a method that can be used to spark and enhance creativity and help teachers overcome any challenge that may be encountered in any learning. Nugroho (2018) thought that a unique method of understanding a problem by using keywords to trigger new idea.

The questions asked when generalizing an idea are represented by each letter in Scamper are **S** : *substitute*, which is trying to think about and replace parts of problems related to the process and learning outcomes, with something different from the before; **C** : *Combine*, which is trying to think about and combine two or more specific parts of the problem related to the process and learning outcome to create a different process or outcome; **A** : *adapt,* try to think, and adapt existing ideas to solve problems related to the process and the results of your work; **M** : magnifying, trying to think and do for the enlargement or expansion of your idea that can provide additional value or provide new insights about the most important components of learning; **P** : *put to other uses* (put to another function), which is to put your current idea into another form so that it can solve the problem of the process and learning outcomes that you face; **E** : *eliminate* (eliminate or shrink), i.e. try to think about and simplify, reduce or eliminate certain components so that you can focus more on important parts or functions; **R** : *rearrange/reverse* (rearrange), trying to think about and make efforts to arrange or rearrange different from existing components or procedures so that it can provide added value compared to before (Toraman, 2013).

SCAMPER strategy offers a systematic and practical way to stimulate divergent thinking, imagination, originality, and intuition while scaffolding students, creative thinking for independent use or other tasks and assignments (Istamova, 2021) Following each letter in the *scamper* students can replace and develop reading or text in Arabic. After an explanation of the *scamper* method and how the *scamper method,* the researcher allows students to practice it directly in the sentences that have been prepared, namely as follows:

"جامعة الإسلامية مولانا مالك إبراهيم الحكومية هي المؤسسة الدينية وأحسن جامعةِ الإسلامية الحكومية بإصدار وَيِنْمائَرُكَ في إندونيسيا الرابعة بعد جامعة الإسلامية رادين إنتان الحكومية ، وهي توجد في مالانج بإندونيسيا. "

Here are kitābah's results by replacing and developing the text, a group of experiments after treatment:

"جامعة حمد بن خليفة هي المؤسسة الدينية و أحد من أحسن جامعةٍ في قطر، وهي توجد في **دوحة بقطر**، أُسِّست جامعة حمد بن خليفة عام ٢٠١٠، بهدف الإستمرار في تحقيق رؤية مؤسسة قطر الرامية إلى إطلاق قدرات الإنسان. هذه الجامعة عضو من مؤسسة قطر للتربية والعلوم وتنمية المجتمع. النظام التعليمى في هذه الجامعة نظام التعليمية الحديثة تسعى جامعة حمد بن خليفة، من خلال موقعها في المدينة التعليمية، إلى توفير فرص الطلاب، يُشكِّل فيها البحث والاكتشاف جزءًا أساسيًّا من تجربة التعليم والتعلُّم على جميع المستويات".

Table 3. The results of changing and expanding with the scamper method

Original sentence	Sentences changed using *scamper strategies*
جامعة حمد بن خليفة	جامعة الإسلامية مولانا مالك إبزاهيم الحكومية
توجد في **دوحة بقطر**	توجد في مالانج بإندونيسيا .
Developed sentences	هذه الجامعة عضو من مؤسسة قطر للتربية والعلوم وتنمية المجتمع. النظام التعليمى في هذه الجامعة نظام التعليمية الحديثة تسعى جامعة حمد بن خليفة، من خلال موقعها في المدينة التعليمية، إلى توفير فرص الطلاب، يُشكِّل فيها البحث والاكتشاف جزءًا أساسيًّا من تجربة التعليم والتعلُّم على جميع المستويات،

From the Table 3 we can see the difference between the original sentence and the one already developed using a scamper strategy. Platitudes of a sentence جامعة الإسلامية مولانا مالك إبزاهيم الحكومية Which was converted to جامعة حمد بن خليفة and sentences of, توجد في مالانج بإندونيسيا was converted to توجد في دوحة بقطر . The هذه الجامعة عضو من sentence was then developed to form a perfect sentence مؤسسة قطر للتربية والعلوم وتنمية المجتمع. النظام التعليمى في هذه الجامعة نظام التعليمية الحديثة تسعى جامعة حمد بن خليفة، من خلال موقعها في المدينة التعليمية، إلى توفير فرص

الطلاب، يُشكِّل فيها البحث والاكتشاف جزءًا أساسيًّا من تجربة التعليم والتعلُّم على جميع المستويات،.

Researchers gave appreciation to students who were dare to show their results. Furthermore, researchers provided another opportunity for students to try to implement *scamper strategies* in changing and developing Arabic sentences. After conducting treatment for the experimental group, researchers also gave post-test with the same problem on *pretest by* changing and developing the content of the text into a precise and perfect sentence.

Unlike the control group, where there is no treatment using *scamper* methods in learning. After carrying out *the pretest* the control group learnt using the method used by lecturers, namely online meetings using *zoom meeting* by using pdf-shaped material then explaining its meaning, by forwarding students developed sentences by themselves.

After the implementation of *the scamper* method for the experimental group, as well as learning using the method of lecturers for the control group, researchers held a post-test to find out the final results of whether this *scamper* method was effectively used in the learning of Arabic writing skill (*Maharah al Kitābah)* by students of Arabic Language and Literature UIN Sunan kalijaga.

Table 4. Description of *Pre Test Post Test* Experimental Group And Control Group Data

	Experiment Group		Control Class	
	Pre test	*Post test*	*Pre test*	*Post test*
Number of students	35	35	25	25
Lowest Score	20	40	15	40
Highest Score	95	100	80	80
Average - Average	**63,42**	**75,42**	**56**	**61,2**
Increased	**12/18%**		**5,2/9,2%**	

Table 4 describes the results of both groups' post tests should be concluded that the results of the post test experimen group are higher than the control group. With an average score of 14.22 points, It be argued this scamper method was effectively used in the learning of Arabic writing skill (Maharah al Kitābah) by students of Arabic Language and Literature UIN Sunan kalijaga. In this post test results, the experimental group got an average result of **75.42,** while the control group got an average result of **61.2.**

After performing the above stage, researchers conducted a Normality Test of data used to determine the normal distribution of samples in the experimental

and control groups. Meanwhile, the values used in this normality test are *pretest* and *posttest values.* And it can be said to be normal if the significant value*(sig)*> 0.05 and if the significant value*(sig)*< 0.05 then the data is said to be abnormal. Here are the results of the pretest and *posttest* data normality test output as in Table 5

Table 5. Test Of Normality Data

	Class	Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Scamper Learning Outcomes	Ex Pre-Test	.167	35	.015	.922	35	.016
	Post - Ex Test	.173	35	.009	.951	35	.123
	Pre-Test Control	.150	25	.148	.914	25	.038
	Post-Test Control	.183	25	.031	.916	25	.042

a. Lilliefors Significance Correction

Table 5 describes the normality test using the Kolmogrov-Smirnov (K-S) formula and strengthened by the Shapiro-Wilk formula analysis from SPSS 22.0 software. The table shows all data have a sig value > 0.05. The values obtained in the Kolmogrov-Smirnov formula are 0.015 for the experimental pretest and 0.009 for the post test experimental group. Meanwhile, the pretest value for the control group was 0.148 and the post-test for the control group was 0.031. In conclusion, all significant values are more than > 0.05, so it is stated that the value is normally distributed.

After knowing the results of normal distribution values, researchers strengthened by carrying out homogeneity tests. Homogeneity tests are performed to find out whether the samples used in the study are from homogeneous populations or not. To test the homogeneity of the population in this study, it was conducted using SPSS 22.0 software. Decision making in the homogeneity test is if a significant value > 0.05, then ho data is accepted. If the sign value < 0.05, then the Ho data is rejected. The results of the data homogeneity test are as follows:

Table 6. Test results of homogeneity of *Pre Test* and *Post Test* *values* Experimental and control groups

	Ex Pretest Results and Controls			
	Levene Statistics	df1	df2	Sig.
Pretest	.402	1	58	.070
Posttest	2.343	1	58	.131

Based on Table 6, the Test of Homogeneity of Variance test on the results of the pretest values of the experimental and control groups shows Levene Statistic 0.402 with significance values of 0.070 > 0.05. The posttest values of

the experimental and control groups shows significance values of 0.131 > 0.05. So the data shows that Ho Is Accepted, which means that all pretest and posttest results of the experimental and control groups are homogeneous.

After learning that the *pretest* and *posttest* results of experimental and control groups are homogeneous, researchers strengthened it with the *T* N-Gain *Independent Sample Test* as in Table 7

Table 7. N-Gain *pre Test* test results and *post Test* experiments – controls

No.	Value	Average	count	Sig. (2 tailed)	Ket
Pretest	Experiment	70.57	3.117	0.003	Significant
	Control	56.00			Significant
Posttest	Experiment	75.43	3.611	0.001	Significant
	Control	61.20			Significant
Gain	Experiment	29.37	2.509	0.015	Significant
	Control	9.44			Significant

Based on the results of the gain values in the Table 7, the average gain of the experimental group is 29.37 higher than the average value of the control group which is 9.44. Then the results of the experimental and control group gain value of 2,590, namely > 1,684 with a significance level of 0.015 < 0.05, were by decision making H_a accepted. This means that there is a significant difference in the application of online *scamper* start-ups in kitābah courses between experimental classes and control classes.

Paired t-Test it was used to find out if there was a difference between two interconnected samples conducted before and after being given treats from the experimental group and the control group. This test was conducted on two samples with the same subject but subjected to different treatments (Ni'mah Suseno, 2012).

Table 8. Results of Paired Sample Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment - Pro-Test Experiment	-12.000	12.017	2.031	-16.128	-7.872	-5.908	34	.000
Pair 2	Pre-Test Control - Post-Test Control	-5.200	5.492	1.098	-7.467	-2.933	-4.734	24	.000

Based on the Table 8, it can be seen that the mean *posttest* of the experimental group is higher after being given *treatments* compared to the mean *pretest.* Which gets a *sig* (2 tailed) value of 0,000 < 0.005 and by the decision making in the *paired-sample t-test* that His Accepted**,** which means there is a significant difference and increase in the application of online *scamper* strategies in kitābah courses before and after *treatment* in the experimental group.

This research was conducted to provide new strategies to teachers and prospective Arabic teachers in creative writing or *maharah al kitābah*. As well as to find out if there are significant differences between the experimental group and the control group. The two groups were equally given treatment, but the difference was the treatment in each group. The experimental group was directly mastered by researchers using online-based scamper strategy in Kitābah courses, while the control group conducted learning by lecturers who mastered Kitābah courses using pdf or direct drafts from lecturers as usual.

There were 3 stages in this learning activities in the experimental group, preliminary activities, core activities or treatment, as well as closing activities. These activities were carried out in 2 different classes, but the researchers' data makes one into an experimental group. Class C took 3 meetings, and for class D researchers needed 2 meetings. While in the control group there are also 3 stages, namely, preliminary activities (pretest) conducted directly by researchers, core activities (treatment) guided by lecturers in class A, and the last closing activities (posttest). In this control group, researchers took 2 meetings with learning treatment as usually assisted directly by lecturers.

After analyzing the data calculations, there was a significant difference in the pretest to measure the initial results of creative writing or *students' al Kitābah* and ended with a posttest to find out the application of learning start-ups with online learning based scamper method in creative writing class. Where the results of pretest experimental groups and controls on independent t-test tests show sig 0.003 < 0.05. While the results of posttest experimental and control groups on independent t-test tests show that sig 0.000 < 0.05 so it was concluded that Ha was accepted and there was a significant difference. The average pretest value of the experimental group by 63.42 to 75.42 while for the control group the average pretest value of 56 to 61.2.

Each group showed increasing value in creative writing or *maharah al kitābah* using scamper method, the experimental group got 12 while for the control group got 5.2 which meant the experimental group had a higher value than the control group significantly. In addition, significant data was reinforced by the analysis of test-paired test samples between the posttest values of the experimental group and controls that showed a significant level of 0.000 < 0.05 which Ha was accepted, namely a significant difference and improvement

between the learning groups using the online-based scamper method and the group that did not use the method. It is shown by the value with an N-gain of.

After conducting research and carrying out treatment of the experiment group, the online-based scamper method in kitābah courses experienced increasing value in Arabic creative writing or al kitābah, compared to learning, as usual, using PDF or Arabic files carried out with spontaneous strategies. Enthusiastic students can be seen when they hear even knowing one of the strategies that are very common for them, it can be applied in creative writing in Arabic. So that students are passionate and help to provide creative ideas in working on problems that researchers have prepared to try directly and apply scamper method in Arabic creative writing.

In contrast to students in control class who do not apply online-based scamper start-ups, they only listen to lecturer's explanations, and understand sentences in writing spontaneously and what it is. Students also tend to be more passive, waiting for instructions from lecturers.

The advantages and disadvantages of online-based *scamper* method in *maharah al Kitābah learning* as stated by Nugroho (2018) *scamper* method is an unique and interesting method, can encourage the creativity of learners, can spark new and creative ideas, can arrange steps in learning, can understand a problem using key words, be technique may affect creative potential positively and there are surely other elements like characteristics, motivation, luck, climate of family/school(Özyaprak, 2016), an efficient and casy-to-apply technique that can be used in developing both academic knowledge and creativity, which can produce very surprising results (Islim & Karatas, 2016).

While its disadvantages of scamper method : learners must follow one step at a time that has been set, the scamper method process is fairly long, Creative development is pegged to the theme, There needs to be monitoring of educators or teachers in the application of methods to fit the steps on a scamper.

CONCLUSIONS

The study is a development study that focuses on the online learning methods of Arabic Writing using *scamper* online methods by WAG (WhatsApp group) and zoom meeting with student attainment can change and develop new ideas in the content of the reading text. It is a method with portions of words as key words in the creative thinking of scamper, s subtitute (replacement), c combine (combination), a adapt (adapt axisting idea), m magnifying (modify), p put to another use, e deletion, and r reverse. From the results of the independent t test results in pretest groups experiment and control has a sig 0.003 < 0.05.05 approved ha. While the results of the post test group experiment and control

have a value of sig 0,000 0.05 then ha is accepted. The results say its significance was enhanced by testing the post test value of experiment group and control which has a value of sig 0.000 < 0.05. The average value-the last average study in experiment group 12 while for a control group 5.2. With the above designation, it can be concluded that there is a significant difference between learning groups that use scamper method based online in Arabic writing skill learning groups and do not use. Scamper based online method are used effectively in the study of Arabic writing online of 4th semester students in the Arabic language and literature UIN Sunan Kalijaga. Lacking in this study is still based on PDF in online learning, and still using the WAG (WhatsApp group) and zoom meeting as learning media. For further research, to be able to develop the scamper method as a learning skill for speaking and listening in Arabic. So the scamper method can be proved to be an effective method of learning in Arabic. And apply it to other media to make it more interesting and helpful teachers to proficiency in the learning of Arabic.

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