

IMPLEMENTATION OF IMLA ONLINE LEARNING

Norhidayah^{1*}, Aulia Mustika Ilmiani², Marsiah³

^{1,2,3} Institut Agama Islam Negeri Palangka Raya, Indonesia

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*Corresponding Author:

Name: Norhidayah

Email:

norhidayah0995@gmail.com

Abstract

Facing the era of globalization and technological developments lately, the world is faced with a fast flow of information. Therefore, the importance of information technology and the internet in various fields of life, including the world of education. This study aims to describe the implementation of imla online learning. This research uses descriptive qualitative research. The object of this research is the student the students of Hasanka boarding school Palangka Raya. This research technique uses observation and interviews. The results showed that the implementation of imla online learning could improve students' ability to write Arabic. Judging from the learning that has been applied with the progress of each meeting, where students can write correctly or not make mistakes. Judging from the results of the research that there has been an increase in students, let online-based learning continue to be carried out, because with the online learning of imla 'this makes people who want to learn very easy to obtain, then it will also have a positive impact on smartphone users who is on the rise at this time.

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Keywords:

Learning; Imla; Online.

مستخلص البحث

في مواجهة عصر العولمة والتطورات التكنولوجية الحديثة ، يواجه العالم التدفق السريع للمعلومات. لذلك تبرز أهمية تقنية المعلومات والإنترنت في مختلف مجالات الحياة ، بما في ذلك عالم التعليم. تهدف هذه الدراسة إلى وصف تنفيذ التعلم عبر الإنترنت. يستخدم هذا البحث البحث الوصفي النوعي. الهدف من هذا البحث هو طلاب مدرسة حاسنكا بالنكارايا. تستخدم تقنية البحث هذه الملاحظة والمقابلات. تشير نتائج الدراسة إلى أن تطبيق تعليم الإملاء عبر الإنترنت يمكن أن يحسن قدرة الطلاب على الكتابة باللغة العربية. انطلاقاً من التعلم الذي تم تنفيذه مع تقدم كل اجتماع ، يمكن للطلاب كتابته بشكل صحيح أو عدم حدوث أخطاء. انطلاقاً من نتائج الدراسة التي تشير إلى أن هناك زيادة في عدد الطلاب ، يجب الاستمرار في تنفيذ هذا التعلم المستند إلى الإنترنت ، لأنه مع هذا التعلم عبر الإنترنت ، فإنه يجعل الأشخاص الذين يرغبون في التعلم في غاية السهولة ، لها تأثير إيجابي على مستخدمي الهواتف الذكية الذين يزددهرون الآن.

كلمات أساسية: تعليم؛ الإملاء؛ عبر الإنترنت.

Introduction

Imla literally comes from the verb *amla-yumliimlaa'an* which means dictation.¹ Imla 'is a writing category that emphasizes the appearance / posture of letters in forming words and sentences.² Imla 'is writing letters according to their correct position in words to prevent misinterpretation.³ Imla 'is a learning technique to justify writing while improving writing which still needs improvement.⁴ In general, there are three basic skills developed in imla learning, namely the accuracy of observing, listening and flexibility in writing hands.⁵ Besides that, to practice writing spelling, imla 'also trains to distinguish the *makharij al-letters*, even understanding is also trained.⁶

Learning imla is inseparable from learning writing skills. Writing skills are the result of previous skills, namely listening, speaking and reading.⁷ Writing proficiency is one type of language ability that is wanted to be achieved in teaching Arabic.⁸ When writing an Arabic letter in conjunction with another Arabic letter, the Arabic letters are not the same form, whether it is in front, center, and behind the word. Therefore, learning to write letters is the main lesson as a basis for the next stage of writing. One type of learning in writing skills is imla'.⁹

¹ Mega Primaningtyas dan Atina Rizqon Zaida, "Penerapan Metode Imla Pada Mata Pelajaran Kitabah Kelas IX Di Pondok Pesantren Hamalatul Quran II Sleman Yogyakarta," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2020): 107–32, <https://doi.org/10.36668/jih.v3i2.230>.

² Umi Susanti, "Pembelajaran Imla' di Madrasah Aliyah Mamba'ul 'Ulum Tunjungmuli Karangmoncol Purbalingga" (Skripsi, IAIN Purwokerto, 2015), <http://repository.iainpurwokerto.ac.id/1333/>.

³ Augusta Fachrur Akbar, "Penerapan Model Pembelajaran Course Review Horay (CRH) Pada Pembelajaran Imla' Bahasa Arab Untuk Meningkatkan Prestasi Siswa Kelas X-12 MAN 1 Magelang Tahun Ajaran 2013/2014" (Skripsi, Universitas Negeri Semarang, 2014), <http://lib.unnes.ac.id/20158/>.

⁴ Hajrah, "Efektivitas Pembelajaran Imla' Terhadap Peningkatan Kemampuan Menulis Kalimat Peserta Didik Kelas XI Madrasah Aliyah Pondok Pesantren Al-Mubarak DDI Tobarakka Kabupaten Wajo" (Skripsi, IAIN Parepare, 2018), <http://repository.iainpare.ac.id/712/>.

⁵ Anna Putri Hardiyanti, "Implementasi Pembelajaran Imla' Pada Mata Pelajaran Bahasa Arab Di SD Al Gontory Tulungagung" (Skripsi, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, 2019), <http://repo.iain-tulungagung.ac.id/12895/>.

⁶ Rana Nailia, "Pengembangan Bahan Ajar Imla' Untuk Keterampilan Menulis Bahasa Arab Bagi Siswa Kelas VII MTs" (Skripsi, Universitas Negeri Semarang, 2017), <http://lib.unnes.ac.id/31764/>.

⁷ Nur Fadilah Amaliyah, "Penerapan Metode Imla' dalam Meningkatkan Keterampilan Menulis Bahasa Arab Siswa Kelas V MI Muhammadiyah Lumajang" (Skripsi, Malang, Universitas Islam Negeri Maulana Malik Ibrahim, 2019), <http://etheses.uin-malang.ac.id/16548/>.

⁸ Zhul Fahmy Hasani, "Penerapan Metode Imla' Untuk Meningkatkan Keterampilan Menulis Siswa Kelas VIIC MTs Muhammadiyah 02 Pemalang" (Skripsi, Universitas Negeri Semarang, 2013), <http://lib.unnes.ac.id/19751/>.

⁹ Ardyansyah Ardyansyah dan Laily Fitriani, "Efektivitas Penerapan Metode Discovery Learning dalam Pembelajaran Imla'," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 2 (2020): 229, <https://doi.org/10.23971/altarib.v8i2.2257>.

Imla 'learning is the ability to listen and write according to what is dictated.¹⁰ Currently, the beginning of learning about imla' is done by asking students to rewrite the teacher's written sentences, then at a higher level, students will write by listening to the teacher's words (dictation process). If the writer is able to listen to the pronounced letters, then he can write correctly. Likewise, a person can read if he knows the differences in the letters he is reading. Thus, the quality of hearing and reading will affect the quality of a person's imlak.¹¹

As for the kinds of imla 'learning, among others: 1) Imla' manqul (imla 'copying), namely students copying sentences from the blackboard or from a reading book then after reading and spelling some of the words with oral spelling. Imla 'is best taught at the first level. 2) Imla 'Manzur (imla' to see), which is shown to students the sentences written on the blackboard then told to read and understand them and spell them, then the words are closed and imla'kan to them. 3) Imla 'Ikhtibariy (imla' exam), namely imla 'which is given to students who have mastered and understand well the theories of dictatorship where previously students have not been informed about the text to write.¹²

The other writing objectives are as follows: 1) students are able to write well according to punctuation, sentence structure or grammar, morphological and syntactic aspects or in Arabic it is usually called nahwu or sharf.¹³ 2) So that students are not only skilled in reading letters and sentences in Arabic, but also skilled in reading letters and sentences in Arabic, but also skilled in writing them. Thus children's knowledge becomes integral (integrated).¹⁴ 3) train all five senses of students to be active, be it attention, hearing, sight or pronunciation, trained in

¹⁰ Lalu Akmal Hijrat, "Pembelajaran Khat wa Qowa'idul Imla' Mahasiswa UIN Mataram dan Problematikanya," *Al-Islamiah, Jurnal Pendidikan dan Wawasan Studi Islam* 2, no. 1 (2020): 1–8, <https://e-journal.stitintb.ac.id/index.php/alislamiah/article/view/35>.

¹¹ H. Qomi Akit Jauhari, "Pembelajaran Qowaid Al-Imlak Di Jurusan Pendidikan Bahasa Arab (PBA) UIN Maulana Malik Ibrahim Malang," *Prosiding Konferensi Nasional Bahasa Arab* 1 (2015), <http://prosiding.arab-um.com/index.php/konasbara/article/view/49>.

¹² Susanti Susanti dan Syamsuddin Asyrofi, "Efektivitas Metode Imlā' Manzūr Dalam Meningkatkan Keterampilan Menulis Bahasa Arab Siswa Madrasah Tsanawiyah," *Aphorisme: Journal of Arabic Language, Literature, and Education* 1, no. 2 (2020): 1–22, <https://doi.org/10.37680/aphorisme.v1i2.439>; Yuli Astuti Sri, "Implementasi Metode Imla' Pada Kemampuan Menulis Arab Mata Pelajaran Al-Quran Hadits Kelas V MIN 6 Lampung Utara" (Skripsi, UIN Raden Intan Lampung, 2021), <http://repository.radenintan.ac.id/13050/>.

¹³ Marni Avita Sari dan Yayil Kholisotul Makrufah, "Faktor Kesalahan Menulis Teks Bahasa Arab Bagi Siswa Kelas VIII Di MTS Negeri 1 Tanjung Jabung Timur," *Jurnal Pendidikan Bahasa Arab Dan Budaya Islam* 2, no. 01 (2021): 39–50, <https://online-journal.unja.ac.id/Ad-Dhuha/article/view/12786>.

¹⁴ Abdulloh Sadjad, "Pembelajaran Aktif Melalui Metode Imla' Untuk Meningkatkan Kemampuan Menulis Huruf Arab Pada Siswa Kelas VIIA SMPN 2 Tulakan Kecamatan Tulakan Kabupaten Pacitan Semester Ganjil Tahun Pelajaran 2018/ 2019," *Transformasi : Jurnal Studi Agama Islam* 12, no. 2 (2019): 121, <https://ejournal.stainupacitan.ac.id/index.php/Transformasi/article/view/70>.

Arabic. 4) To test the students' knowledge of writing the words they have learned.¹⁵

At this time, the Corona virus disease 2019 (Covid-19) outbreak which has hit 215 countries in the world, presents its own challenges for educational institutions.¹⁶ Pandemi covid-19 has disrupted the conventional learning process.¹⁷ So a solution is needed to answer these problems. Online learning is an alternative that can solve this problem.¹⁸ Online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions.¹⁹ Online learning is the only alternative for all levels of education, from kindergarten to tertiary level.²⁰

Online learning requires special methods that cannot be equated with face-to-face learning such as in class.²¹ The same is the case with learning imla online. Learning Imla 'is the first stage in the practice of writing Arabic. Imla 'learning is writing letters according to their correct position in words to prevent errors of meaning. In general, there are three basic skills that are developed in imla 'learning. The three categories are the accuracy of observing, listening and flexibility in writing. Initially 'imla' skills train students to develop the ability to observe written words or sentences to be transferred or copied to their books. This activity is carried out repeatedly so that students have flexibility in writing. This activity is the main capital for the development of calligraphy writing skills, and then to the writing stage.²²

¹⁵ Manshuruddin Manshuruddin, Sopian Lubis, dan Ryandi Ryandi, "Pendampingan Pembuatan Buku Ajar Imla' Sekolah Dasar Islam Terpadu (SDIT) Ponpes Baitussalam, Simpang Mangga, Simalungun," *Jurnal Abdi Mas Adzki* 1, no. 2 (2021): 134, <http://jurnal.uinsu.ac.id/index.php/adzki/article/view/8845>.

¹⁶ Ali Sadikin dan Afreni Hamidah, "Pembelajaran Daring Di Tengah Wabah Covid-19: (Online Learning in the Middle of the Covid-19 Pandemic)," *BIODIK* 6, no. 2 (2020): 214, <https://doi.org/10.22437/bio.v6i2.9759>.

¹⁷ Purim Marbun, "Disain Pembelajaran Online pada Era dan Pasca Covid-19," *CSRID (Computer Science Research and Its Development Journal)* 12, no. 2 (2021): 129, <https://doi.org/10.22303/csrid.12.2.2020.129-142>.

¹⁸ Jagad Aditya Dewantara dan T. Heru Nurgiansah, "Efektivitas Pembelajaran Daring Di Masa Pandemi COVID 19 Bagi Mahasiswa Universitas PGRI Yogyakarta," *Jurnal Basicedu* 5, no. 1 (2021): 367, <https://doi.org/10.31004/basicedu.v5i1.669>.

¹⁹ Firman Firman dan Sari Rahayu, "Pembelajaran Online Di Tengah Pandemi Covid-19," *Indonesian Journal of Educational Science (IJES)* 2, no. 2 (2020): 81–89, <https://doi.org/10.31605/ijes.v2i2.659>.

²⁰ Nurazizah Salshabila, Vina Nadhifa, dan Faisal Hendra, "Tantangan Dalam Pembelajaran Kemahiran Berbahasa Arab Secara Online Mahasiswa Prodi Bahasa Dan Kebudayaan Arab Universitas Al Azhar Indonesia," *Prosiding Konferensi Nasional Bahasa Arab VI*, 2020, 492, <http://prosiding.arab-um.com/index.php/konasbara/article/view/697>.

²¹ Khoirul Faizin dan Frida Akmalia, "Metode Discovery Dalam Pembelajaran Bahasa Arab Virtual," *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 12, no. 1 (2021): 52–59, <http://ejournal.kopertais4.or.id/madura/index.php/syaikhuna/article/view/4369>.

²² Ahmad Rathomi, "Maharah Kitabah Dalam Pembelajaran Bahasa Arab," *Tarbiya Islamica* 1, no. 1 (2020): 1–8, <http://journal.iaisambas.ac.id/index.php/TarbiyaIslamica/article/view/89>.

Method

This research uses qualitative research. Qualitative research is a research process carried out naturally and naturally in accordance with objective conditions in the field without any manipulation. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.²³ This research uses a descriptive approach which seeks to describe and interpret objects in accordance with what they are, which aims to systematically describe the facts and characteristics of the object or subject being examined accurately.²⁴ The use of this approach aims to describe people's behavior, field events, and certain activities in detail and depth.²⁵

The data collection technique in this research is observation is a data collection method used to collect research data through observation and sensing, in which the observer or researcher is really involved in the daily activities of the object.²⁶ Observations were made to determine the learning process of Imla online at Hasanka boarding school Palangka Raya. The interview is a form of verbal communication so it is a kind of conversation that aims to obtain information. The informants in this study were students of Hasanka boarding school Palangka Raya. The data collected was then analyzed using data analysis techniques used based on Milles and Hubbermans theory, data were collected and described, then reduced and verified in detail.²⁷ During the data collection stage, the researcher recorded the Arabic language learning process which was carried out online.

Result and Discussion

This research was conducted at the school "Hasanka Boarding School Palangka Raya". Hasanka is a junior secondary education institution located in the city of Palangka Raya and is an educational institution under the hope of Kalimantan people. This educational institution started its teaching and learning activities in July 2017.²⁸ With the emergence of the COVID-19 pandemic, teaching and learning activities that were originally carried out in schools have now become

²³ Nofan G. Lismarwan dan Fuad Nashori, "Proses Kreatif Pelukis Kaligrafi Islam: Sebuah Penelitian Kualitatif," *Proyeksi: Jurnal Psikologi* 5, no. 1 (2010): 1–16, <http://jurnal.unissula.ac.id/index.php/proyeksi/article/view/238>.

²⁴ Wahyudin Darmalaksana, "Metode Penelitian Kualitatif Studi Pustaka Dan Studi Lapangan," *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*, 2020, <http://digilib.uinsgd.ac.id/id/eprint/32855>.

²⁵ Nursapia Harahap, *Penelitian Kualitatif* (Medan: Wal Ashri Publishing, 2020), <http://repository.uinsu.ac.id/9105/>.

²⁶ Cosmas Gatot Haryono, *Ragam Metode Penelitian Kualitatif Komunikasi* (Sukabumi: Jejak Publisher, 2020).

²⁷ Suci Ramadhanti Febriani, "Analisis Implementasi Pembelajaran Bahasa Arab Di Sekolah Dasar: HOTS, MOTS, LOTS?," *Prosiding Konferensi Nasional Bahasa Arab 6* (2020): 432, <http://prosiding.arab-um.com/index.php/konasbara/article/view/695>.

²⁸ "SMP SMA IT Hasanka Boarding School," diakses 6 Mei 2021, <https://hasanka.sch.id/>.

learning at home via online. Online learning is carried out according to the abilities of each school. Online learning can use digital technology such as google classrooms, learning houses, zoom, video converence, whatsapp, telephone or live chat and others. This research was conducted to determine the implementation of online IMLA learning. Learning is carried out once a meeting a week. as for the steps of implementing online-based Arabic learning.

Planning

Planning comes from the word "plan" which means making decisions to achieve goals. Learning planning is a process that formulates and determines learning objectives, strategies, techniques, and media so that learning objectives are achieved.²⁹ The purpose of the Learning Implementation Plan is to simplify, expedite and improve the results of the teaching and learning process by compiling a professional and systematic learning plan, so that the teacher will be able to see, observe, analyze, and predict the learning program.³⁰

In planning the Imla 'lesson at Hasanka Boarding School Palangka Raya, the teacher prepares a Learning Implementation Plan (RPP) so that learning activities run well. RPP is a short-term plan to estimate what will be done in learning, so that teachers can achieve learning goals appropriately. Preparation of teachers before teaching in learning planning is as follows: a) Preparation for making a written plan containing operational learning objectives, forms of teaching and learning activities, methods used, time, learning tools, and evaluation. b) The learning method used must use certain appropriate methods in the teaching and learning process so that the objectives are achieved. Classical Method (Lecture and Demonstration). At this stage the teacher plans imla 'learning by preparing materials or materials to be taught.

Implementation

Imla' learning is currently online, in which teachers and students of the Palangka Raya boarding school use applications in the form of WhatsApp and google classroom. The whatsapp application is used as a tool to make it easier for teachers to instruct students, and for media communication between teachers and students. As for the google classroom application, it is used for assignment collection. The teaching and learning process in class is arranged in 2 hours of lessons per week, but during an emergency like this, the teacher does not limit it to a full 2 hours at home. However, students are given 1x24 hours to choose the right period for them to study.

At this stage, the teacher prepares the lesson such as giving a signal that the lesson will begin by telling the learning group "That in 10 minutes learning will

²⁹ Prismawati Hidayah Rizka, "Implementasi Pembelajaran Imla pada Peserta Didik Kelas VII di Madrasah Tsanawiyah Wathaniyah Islamiyah (WI) Kebarongan Kemranjen Banyumas" (Skripsi, Purwokerto, UIN Prof. KH. Saifuddin Zuhri, 2021), <http://repository.iainpurwokerto.ac.id/9463/>.

³⁰ Hardiyanti, "Implementasi Pembelajaran Imla' Pada Mata Pelajaran Bahasa Arab Di SD Al Gontory Tulungagung."

start". In the second stage the teacher sends the teaching materials to be studied into the group. After 10 minutes, learning began. Furthermore, after all students are ready to carry out learning, the learning will begin.

In learning, the teacher carries out several stages of the implementation of learning, including: Preliminary Activities, In the learning process in the classroom, especially Arabic, a teacher or teacher always starts the meeting by saying greetings, the teacher first greets the students and then vice versa. In the next teaching-learning process, which is continued by reading class attendance, and the teacher will ask for material that has been previously studied, both vocabulary and so on. Activities carried out in the preliminary learning activities are linking the ongoing learning material with the previous material, providing motivation, conveying the objectives of the subject matter and conveying the abilities to be achieved. Core activities, in the learning process, a teacher begins to enter the subject matter to be studied for the day, but in this core activity an Arabic teacher will previously provide verbal feedback to students, namely by giving them the opportunity to ask about material or lessons that have not been understood. In this way, a teacher will see the extent of their abilities and at this time a teacher also acts as a resource person or facilitator in answering these questions. The teacher in answering student questions, a teacher uses Arabic textbooks as a guide to answer questions that will be asked by these students. However, teachers or teachers can also use other books or other methods to answer them in order to develop the methods used. This activity is supported by the Regulation of the Minister of National Education and Culture of the Republic of Indonesia Number 65 of 2013, which explains that in these core activities, namely using learning methods, learning models, learning media and learning resources tailored to the characteristics of students and subjects, which include the process exploration, elaboration and confirmation.

At this stage the teacher also provides learning material about imla'. By sending subject matter through the Google Classroom application, after that the teacher asks students to download the subject matter. After that, the teacher and students carry out teaching and learning activities and discuss the material that the teacher has sent through the zoom application. Here the teacher plays a more role because the teacher uses the lecture method in delivering the material being studied. However, the teacher also occasionally asks students to make teaching and learning activities active.

Closing

Closing Learning Activities closing lessons are activities carried out by the teacher to end the core learning activities. In this activity the teacher evaluates the material that has been delivered. The objectives of closing the lesson are: 1) Knowing the level of success of students in learning learning material. 2) Knowing

the level of success of the teacher in carrying out activities 3) Creating a competency chain between current material and future material.

The evaluation or assessment in the teaching-learning process at Hasanka Boarding School Palangka Raya is by paying attention to including observation, self-assessment, and peer-to-peer assessments. Observation is the supervision of the actions, activities, and circumstances carried out by others. Self-assessment is by looking at the process and level of achievement received by students. For example, students are asked to assess their mastery of knowledge and thinking skills as a result of learning from a subject that has been taught. Peer-to-peer assessment is an assessment that is carried out by inviting friends to evaluate each other in relation to the achievement of competencies, which is carried out periodically after the learning process.

At this stage, the teacher assigns assignments to students by using an ikhtibary dictum. At this stage, the teacher evaluates by sending several mufrodats via WhatsApp using voice notes in the Whastapp group where there are 7D grade students. Then, the teacher asks students to write down the mufrodat that has been sent to the WhatsApp group. After the students work on them, the teacher asks students to collect assignments through the WhatsApp application using private chat. After completing all the steps above, the teacher will close the lesson at the meeting and will continue at the next meeting.

Conclusion

At this time, the Corona virus disease 2019 (Covid-19) outbreak presents its own challenges for educational institutions. Therefore, learning imla at this time, cannot apply learning directly. So a solution is needed to answer these problems. Online learning is an alternative that can solve this problem. Online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. As for the implementation steps of learning imla 'online, namely: planning, implementing and closing. At the planning stage, the teacher at this stage plans to carry out learning by determining learning objectives. The next stage is the implementation stage, where at this stage the teacher provides material and carries out teaching and learning activities. And the last is the closing stage, at this stage the teacher evaluates the learning that has been learned. After conducting an evaluation at the next stage the teacher closes the lesson. It is hoped that this online imla learning can help achieve goals and success in the process of implementing learning imla online through whatshapp, zoom and google classroom media, and can improve and add insight into the Arabic language itself.

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