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## Utilization of The Sahehly Application as a Learning Media for Arabic Writing

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### Abstract

The development of digital technology in the 5.0 era provides solutions in overcoming various kinds of problems in the world of education, one of which is the problem in Imla learning. Imla is a branch of Arabic science that studies the rules of Arabic writing. In practice, the material in Imla lessons is expected to be more effective and efficient by using learning media. Through the Sahehly application, imla's learning and teaching activities become easier for both teachers and students. The purpose of this study was to find out the use of the Sahehly application as a learning media for Imla at Pondok Darul Hijrah Putri. The research design used is descriptive qualitative. The informants in this study were 1 (one) Imla teacher. Data collection methods carried out by researchers are through interviews, observation, and documentation. The results of this study indicate that the use of the Sahehly application as Imla learning media makes it easier for teachers to correct students' writing by using features in the application such as feature *ibda' at-tashbih, tasykil an-nash*, and *tadqiq imla'i wa nahwi*.

**Keywords:** *Sahehly Application, Learning Media, Dictation*

### Introduction

Imla is one of the Arabic subjects regarding the procedures and rules for writing Arabic. At Pondok Darul Hijrah Putri Martapura, Imla is taught starting from grade 1 (one) of junior high school to 3 (three) of high school. Both junior and senior high schools, Imla is taught by the homeroom teacher as Imla's teacher for each class. In the learning process, the teacher prepares dictation material to be dictated to students, and students prepare themselves so that they can listen carefully to words or sentences dictated by the teacher. When finished, the teacher then evaluates the results of student writing by writing dictated words or sentences on the blackboard. The teacher and students then evaluate together the words or sentences that don't

match between what is written on the blackboard and the student worksheets. Based on this, Imla learning at Pondok Darul Hijrah Putri has so far been carried out with the teacher as the source of learning, and the blackboard as a learning medium. In essence, the material in learning Arabic is not much different from '*anasir al-lughah al-'arabiyah, istima', kalam, qira'ah, kitabah, and mufrodat*'. However, along with the development of world phenomena such as the industrial revolution 4.0, the millennial generation, and we have experienced the co-pandemic, it leads to society 5.0 so that the learning process must be technology-based or digital.

Learning technology has developed along with the times. In fact, in the implementation of everyday learning we can find the use of technological developments in the world of education such as combining technological tools as media in the learning process. Learning technology means media that was born from the communication revolution that is used for learning purposes other than teachers, textbooks, and blackboards.<sup>1</sup> The processes that shape learning technology are television, films, OHP, computers, and other devices, both software and hardware.<sup>2</sup> Based on that, learning technology is in the aspect of media for learning needs. Learning media is a tool or intermediary used to bridge the communication process between communicators and communicants (messengers and message recipients).<sup>3</sup> Another definition says that learning media are all forms of objects and tools used to support the course of the learning process.<sup>4</sup> In choosing or determining quality media, a teacher must formulate the goals to be achieved, the aspects of learning objectives to be achieved (cognitive, affective, psychomotor), choose appropriate learning strategies, and choose appropriate learning media.<sup>5</sup> The media and hardware approach in learning technology is the application of physical science and engineering technology such as moving image projectors, tape recordings, televisions, computers or laptops that are used for presentation of learning materials both individually and in groups.<sup>6</sup>

The use of instructional media either individually or in groups generally has several objectives, such as obtaining information and knowledge, supporting learning activities, and

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<sup>1</sup>Muhammad Yaumi, *Media Dan Teknologi Pembelajaran* (Jakarta: Prenada Media, 2018).

<sup>2</sup>*Ibid.*

<sup>3</sup>Mohamad Miftah, *Peran, Fungsi, dan Pemanfaatan Media Pembelajaran* (Bandung: CV. Feniks Muda Sejahtera, 2022).

<sup>4</sup>Hamdan Husein Batubara, *Media Pembelajaran Efektif* (Semarang: Fatawa Publishing, 2020).

<sup>5</sup>Mohamad Miftah, *Peran, Fungsi, dan Pemanfaatan Media Pembelajaran* (Bandung: CV. Feniks Muda Sejahtera, 2022).

<sup>6</sup>Muhammad Yaumi, *Media dan Teknologi Pembelajaran* (Jakarta: Prenada Media, 2018).

means of persuasion and motivation.<sup>7</sup> Utilization of media, methods, and learning strategies must be aligned with the learning objectives to be achieved by students after carrying out teaching and learning activities.<sup>8</sup>

In the Imla learning process at Pondok Darul Hijrah Puteri, one of the teachers used an application media, namely the Sahehly application as Imla learning media. Sahehly's media application is one of them *Web-based Arabic Grammar Checker* which can facilitate to test Arabic text error analysis with provisions *Modern Standard Arabic*. In letters *al-'arabiyyah*, There is *al-'arabiyyah al-ashliyyah* which amounts to 28 letters, and there *al-'arabiyyah al-maktubah* which has 37 letters. In the utilization of technology used is *al-'arabiyyah al-maktubah*.<sup>9</sup>

Based on the exploration results of previous studies, the researcher found several previous studies that are relevant to this research. As for some of the previous research, namely:

1. The research was written by Mezan El-Khairi, Ahmad Basyori and Ahmad Zaki entitled *Designing Imla Learning Media on Android-Based Hamza Writing Materials*. In this study it was found that students experienced difficulties in learning to write Arabic (Imla), especially the hamza material. The relevance of this research to this research is that they both discuss learning media for Imla lessons. The difference is that Mezan et al's research uses Design and Build as a learning media application and focuses on hamzah material. While this research uses the Sahehly application as an evaluation application used by teachers to analyze errors in Arabic text.<sup>10</sup>
2. Research written by Nur Apriyanti Atika and Muassomah with the title *Use of Kahoot Media as Learning Media for Maharah Al-Kitabah (Imla) Arabic in the Industrial Age 4.0*. In this study it can be found that there are still frequent errors in writing *Hamzah qotbo'* and *washol* by students of class I (one) diniyyah. The relevance between Nur Apriyanti and Muassomah's research and this time's research is that they both discuss the application of learning media in lessons *Maharah Al-Kitabah* or Imla. The difference is that this research uses the Kahoot application as a medium for describing Imla lessons and the teacher's steps in teaching Imla,

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<sup>7</sup>Benny Agus Pribadi, *Media dan Teknologi Dalam Pembelajaran* (Jakarta: Kencana, 2017).

<sup>8</sup>*Ibid.*

<sup>9</sup>Ahmad Makki Hasan, "Modul Pembelajaran Bahasa Arab Di Era Society 5.0" (Konferensi Nasional Ke-4 Forum MGMP Bahasa Arab, Malang, 2022).

<sup>10</sup>Mezan el-Khaeri Kesuma, Ahmad Basyori, and Ahmad Zaki Alhafidz, "Rancang Bangun Media Pembelajaran Imla' Pada Materi Penulisan Hamzah Berbasis Android," *International Research on Big-Data and Computer Technology: I-Robot* 5, no. 1 (2021): 20–27.

while in this study it uses the Sahehly application as an evaluation application media carried out by the teacher to analyze Arabic text errors.<sup>11</sup>

3. Research written by Muhammad Ridho Irawan with the title Utilization of the Yoyo Application as an Arabic Learning Media. The relevance of this research to this research is that they both discuss the application of instructional media. The difference is that this research uses the Yoyo application while this research uses the Sahehly application. Another difference is that this study applies Yoyo to learning Arabic which includes *istima'*, *kalam*, *qira'ah*, and *kitabab*. Meanwhile, this research focuses more on discussing one aspect of Arabic language skills, namely *Kitabah* or Imla.<sup>12</sup>

Based on the results of the above review, although there is relevance, there are also clear differences so that researchers can conclude that research entitled Utilization of the Sahehly Application as Imla Learning Media at Pondok Darul Hijrah Putri has never been studied before and deserves further research.

The purpose of this study was to find out the use of the Sahehly application as a learning media for Imla at Pondok Darul Hijrah Putri. The results of this study provide good benefits for Pondok Darul Hijrah Putri in general, the Principal, Teachers, and students in particular. For Pondok Darul Hijrah Putri, this research can be input for Pondok so that it can facilitate teachers and students from aspects of digital-based facilities and infrastructure to support learning in this millennial era. For school principals, this research can be input for Arabic language teachers, especially Imla, so they can utilize technology as a learning medium. For teachers, especially the Imla teacher, the Sahehly application can be used as a learning medium that makes it easier for teachers to evaluate or analyze errors in Arabic texts effectively and efficiently. As for students, using the Sahehly application can increase students' interest so they don't get bored in learning.

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<sup>11</sup>Nur Apriyanti Atika dan Muassomah Muassomah, "Penggunaan Media Kahoot! Sebagai Media Pembelajaran Maharah Kitabah (Imla) Bahasa Arab Di Era Industri 4.0," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 277–297.

<sup>12</sup>Muhamad Rido Irawan, "Pemanfaatan Aplikasi Yoyo sebagai Media Pembelajaran Bahasa Arab," in *International Conference of Students on Arabic Language*, vol. 5, 2021, 346–356.

## Method

This research is a field research with descriptive research type using qualitative methods. Qualitative research is research that allows researchers to observe experiences in detail, using specific methods such as in-depth interviews, *focus group discussion* (FGD), observation (observations), content analysis, virtual methods, and life history or biography. Qualitative research allows researchers to identify issues from the perspective of researchers, and understand the meanings and interpretations that are made of behavior, events, and objects.<sup>13</sup> In qualitative research, research subjects are referred to as informants, namely people who provide information about the data the researcher wants regarding the research being carried out. The research subjects in this study were 1 (one) Imla teacher. The object of research in this study is the use of the Sahehly application as a learning media for Imla at Pondok Darul Hijrah Putri.

The data sources used in this study consist of primary data sources and secondary data sources. Primary data sources are data in the form of verbal or spoken words, gestures or behavior carried out by trusted subjects (informants) with respect to the variables studied (Sodik 2015). In this study, researchers used the results of interviews with informants related to the research theme as primary data. Interviews researchers conducted with informants on February 1, 2023 directly (*face to face*). As for secondary data, namely data sources that do not directly provide data to data collectors, for example through other people or through documents. In this study, the source of secondary data was 1 (one) Administrative Person as an informant regarding teacher data, number of students, and class conditions. In addition, secondary data was obtained from books, journals, articles related to the research theme of using the Sahehly application in Imla learning media at Pondok Darul Hijrah Putri.

The data collection method in this study was carried out by observation, interviews, and documentation. Observations in this study are direct observations in the field (in class) to find out the actual facts regarding the use of the Sahehly application as a medium for learning Imla at Pondok Darul Hijrah Putri. Through the interview method, researchers used unstructured interviews. Unstructured interviews are interviews conducted by asking questions freely but still within the scope of the interview guidelines made.<sup>14</sup> The interview was conducted on 01 February

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<sup>13</sup>Cosmas Gatot Haryono, *Ragam Metode Penelitian Kualitatif Komunikasi* (CV. Jejak (Jejak Publisher), 2020).

<sup>14</sup>Ajat Rukajat, *Pendekatan Penelitian Kuantitatif: Quantitative Research Approach* (Yogyakarta: Deepublish, 2018).

2023 in person (*face to face*) with 1 (one) Imla teacher namely Usth. Yuliana, S.Pd., MM. Documentation in this study is a document owned by the Pondok or School, such as teacher data and student data.

After the researcher has obtained all the necessary data, then the data is processed and analyzed using a qualitative descriptive method, which is to thoroughly describe the data obtained during the research process. In analyzing the data, the researcher started with data collection, namely searching for data in the form of interviews with informants as research subjects. The data obtained is then reduced by summarizing, choosing the main and important things, and removing things that are not needed. After that, the data is presented in the form of a table containing research questions and answers from informants. The final stage after the data is presented, the researcher draws conclusions based on the results of interviews with informants regarding the issues discussed in this study.

## **Result and Discussion**

### **A. Observation Results**

Based on the results of in-class learning observations of 1 (one) Imla teacher which was conducted on February 7 2023 at 14.00 – 15.00 WITA at Pondok Darul Hijrah Putri, before carrying out the learning process, the teacher greeted all class IX G students, totaling 34 students by saying greetings and greetings in Arabic. After that the teacher guides students to read the prayer together. After reading the prayer, the teacher reads the absence of students.

The learning process begins with preparing complete teaching and learning activities, such as student stationery and LCDs. Before starting the lesson, the teacher repeats the previous lesson material. Then the teacher prepares the material to be dictated to students. Students listen seriously to what the teacher dictates and write down on their worksheets. When finished, the teacher then asked all students to collect their worksheets to be corrected together.

By using the Sahehly application, the teacher types student learning outcomes one by one into the laptop and displays them on the LCD. The form of the application is as follows:



With this application, teachers and students can find out together mistakes both in terms of writing and Arabic grammar rules (*tadqiq imla'i wa an-nahwi*), or *barakat* (*tasykil an-nash*).

## B. Interview result

In this discussion, researchers will describe the results of research on the use of the Sahehly application as an Imla learning medium at Pondok Darul Hijrah Putri based on the results of interviews with researchers with 1 (one) teacher as an informant in this study. The results of the interviews with researchers are presented in table form as follows:

No.	Question	Answer (Informant/Teacher Imla)
1.	Apakah Pondok/Sekolah menyediakan fasilitas sarana teknologi untuk menunjang pembelajaran ?	Ya, menyediakan
2.	Apakah Usth menggunakan fasilitas sarana teknologi yang disediakan oleh Pondok/Sekolah sebagai media pembelajaran dalam proses pembelajaran ?	Ya, saya menggunakan
3.	Terkait aplikasi Sahehly yang Usth manfaatkan sebagai media pembelajaran, menurut Usth pemanfaatan aplikasi Sahehly sebagai media pembelajaran itu seperti apa ?	Pemanfaatan aplikasi Sahehly sangat memudahkan sekali bagi kami dalam menyampaikan materi Imla, dan aplikasi ini juga memudahkan kami untuk mencek kebenaran tulisan, <i>barakat</i> , dan juga <i>Nahwu</i> dan <i>Sharf</i> .
4.	Pentingkah aplikasi Sahehly diterapkan sebagai media pembelajaran Imla ?	Ya sangat penting
5.	Persiapan apa yang Usth lakukan sebelum menggunakan aplikasi Sahehly sebagai media pembelajaran Imla ?	Yang pertama pastinya kuota, lalu menyiapkan lcd/proyektor untuk ditampilkan di depan siswa.
6.	Bagaimana proses pembelajaran dengan menggunakan aplikasi Sahehly sebagai media pembelajaran Imla ?	Prosesnya sangat memudahkan sekali ketika mengoreksi jawaban siswa. Sangat menyenangkan bagi siswa karena mereka menjadi termotivasi dalam belajar imla.
7.	Apa saja manfaat dari penggunaan aplikasi Sahehly sebagai media pembelajaran Imla ?	Manfaatnya dalam pembelajaran Imla Lebih efektif dan efisien dalam mengoreksi jawaban siswa.
8.	Adakah kendala yang Usth alami ketika menerapkan aplikasi Sahehly sebagai media pembelajaran ?	Kendalanya di awal-awal penggunaan karena sahehly ini tergolong aplikasi baru, dan siswa merasa asing dengan aplikasi ini.



9.	Bagaimana cara Usth mengatasi kendala tersebut ?	Dengan memperkenalkan dan memberikan pengarahan secara terus-menerus dalam penggunaan aplikasi tersebut.
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Based on the results of the observations and interviews mentioned above, it can be concluded that the use of the Sahehly Application as Imla Learning Media at Pondok Darul Hijrah Putri makes it easy for teachers, especially in correcting students' answers or writing from writing errors or Arabic grammar rules (*tadqiq imla'i wa nahwi*), and *harakat (tasykil an-nash)*. In addition, this application also has a positive effect on students because it is fun to use so that it can foster students' interest and motivation in learning Imla. In addition, when viewed from the 60 minutes of student study time which includes greetings, greetings, prayers, and absences, as well as repeating the previous material, the remaining time available for delivering core material with the Sahehly application becomes more effective and efficient.

In addition to the various benefits that can be obtained from using the Sahehly application as an Imla learning medium at Pondok Darul Hijrah Putri, of course there are also obstacles such as the use of digital learning media in the form of applications, especially the Sahehly application which is relatively new and still unfamiliar to students. This is because students who are also Islamic boarding school students domiciled in the boarding school are not allowed to use it *cellphone* and other electronic devices. However, these obstacles can be overcome by teachers by continuing to introduce and provide guidance on these applications in the learning process in class.

### **C. Discussion**

With the emergence of increasingly sophisticated technology, it can help someone to complete a job effectively and efficiently. This can also be felt in teaching and learning activities. For teachers, the use of technological media can support the learning process, including Imla learning. Imla as one of the subjects at Pondok Darul Hijrah Putri which studies the rules of writing Arabic trains students to be able to write Arabic properly and correctly according to the rules of Imla. In the Imla learning process, the problem that is often experienced by teachers is the lack of time to evaluate or correct student mistakes both in writing, Arabic grammar, or in terms of giving *harakat*. The Sahehly application as an Imla learning medium is the right choice to make it easier for teachers to correct writing errors and Arabic grammar rules.

This application is one *Web-based Arabic Grammar Checker* which can facilitate to test

Arabic text error analysis with provisions *Modern Standard Arabic*. This application contains various kinds of features such as features *ibda' at-tashbih*, *tasykil an-nash*, and *tadqiq imla'i wa nahwi*. In use, this application requires sufficient quota and is relatively easy to use because the application has provided fields that can be filled with writing. In operation, teachers can click on features *tadqiq imla'i* to check in terms of writing, or click *tadqiq imla'i wa nahwi* to check in terms of writing and also the rules of Arabic grammar. After that, just click *ibda at-tashbih* to start the correction process. If you want to know the correct vowel, the teacher can click on the feature *tasykil an-nash*. To find out the writing error will appear in the column on the right side that loads *Al-Akhtu' Al-Imlaiyyah*, *Al-Akhtu' An-Nahwiyyah*, dan *Al-Akhtu' Asy-Syai'ah*.

Based on that, the purpose of this study was to find out the use of the Sahehly application as an Imla learning medium at Pondok Darul Hijrah Putri. In addition, the use of this application is also fun for students because students become motivated in learning Imla. This is in line with the theory of the use of learning media which aims to assist in the delivery of material to make it more effective and efficient, facilitate student understanding, and others.

Even so, for Sahehly application researchers it will be more effective if it is in the column *Al-Akhtu' Al-Imlaiyyah*, *Al-Akhtu' An-Nahwiyyah*, dan *Al-Akhtu' Asy-Syai'ah* not only contains numbers of how many errors in words or sentences, but describes aspects of errors so that students' understanding can be more optimal and also saves more time for teachers in explaining aspects of errors that exist.

## **Conclusion**

The development of technology is directly proportional to the development of learning media. Imla learning is no exception. Imla as one of the subjects at Pondok Darul Hijrah Putri which studies the rules of Arabic writing which aims to enable students to write Arabic properly and correctly according to the rules of Imla requires teachers to be more creative in utilizing effective and efficient learning media, and also fun for students.

The results of this study are that the use of the Sahehly application as an Imla learning medium at Pondok Darul Hijrah Putri is the right choice for teachers because the application makes it easy to correct students' writing both from the *Al-Akhtu' Al-Imlaiyyah*, *Al-Akhtu' An-Nahwiyyah*, dan *Al-Akhtu' Asy-Syai'ah*, and facilitate in *Tasykil An-Nash*. In addition, the use of the Sahehly application can also motivate students in learning Imla because it is fun to use.

With this research, the researchers hope that the school can provide digital infrastructure facilities as well as internet or wifi quota to support the digital-based learning process. In addition, the researchers also hope that all Imla teachers can take advantage of science and technology developments by utilizing the Sahehly application as Imla learning media so that the learning process becomes more interesting, effective and efficient. In addition, the researcher realizes that this research will be even better if it is examined further about the effect of using the Sahehly application on students' interest and achievement in learning Imla. Therefore, the researcher hopes that this research can be further developed by further research.

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