



Digital Transformation of Kitabah Learning in Indonesia: A Sinta2-Indexed Journal Analysis

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Submitted: 10/11/2023 Accepted: 20/5/2024 Published: 29/06/2024

ABSTRACT

One good way of expressing your thoughts and feelings is by writing. The existence of maharah kitabah learning can help students express their thoughts and feelings. In this digital era, there are many ways to practice writing skills. In this case, it can be seen from the development of maharah kitabah learning. The purpose of this study is to determine the digital development of maharah kitabah learning in the Sinta 2 journal for 2020-2022. The method used in this study is a literature review with a qualitative approach. Literature review will provide an overview of the development of a particular topic. Literature review will allow a researcher to identify a theory or method, develop a theory or method, identify gaps that occur between a theory and relevance in the field / to a research result. The results obtained from this study are, because this research is limited to accredited journals of the sinata 2 journal in 2020-2022, there has not been much development in digitalization in maharah kitabah learning in the sinta 2 journal in 2020-2022. So it requires special attention for reputable journals sinta 2 to further increase the use of digital technology, especially in maharah kitabah learning.

KEYWORDS: Skill, writing, digital, learning, jurnal

مستخلص البحث

الكتابة هي إحدى الطرق الجيدة للتعبير عن الأفكار والمشاعر. يمكن تقسيم مهارات الكتابة بشكل عام إلى ثلاث فئات لا يمكن الفصل بينها، وهي الإملاء والخط والإنشاء. الغرض من هذه الدراسة هو معرفة التطور الرقمي لتعلم مهارة كتابته في مجلة سينتا 2 لعام 2022. 2020- الطريقة المستخدمة في هذه الدراسة هي مراجعة الأدبيات مع نهج نوعي. . ستوفر مراجعة الأدبيات لمحة عامة عن تطور موضوع لنظرية معين. ستمكن مراجعة الأدب الباحث من تحديد نظرية أو طريقة، وتطوير نظرية أو طريقة، وتحديد الفجوات التي تحدث بين ذات الصلة في المجال / بنتيجة البحث. النتائج التي تم الحصول عليها من هذه الدراسة، وهي تطور الرقمنة في تعلم مهارة كتابته في مجلة سينتا 2 لعام 2022-2020 لا تزال صغيرة. لذلك يتطلب الأمر اهتمامًا خاصًا بالمجلات التي تتمتع بسمعة سينتا 2 لزيادة استخدام التكنولوجيا الرقمية، خاصة في تعليم مهارة الكتاب.

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الكلمات الرئيسية: مهارة، كتابة، الرقم، التعليم، المقالة.

APA 7th Citation:

Dewi, A.M.M. Jafar S., M., Sani, N., & Sofa, F. (2024). Digital Transformation of Kitabah Learning in Indonesia: A Sinta2-Indexed Journal Analysis. *Al-Arabi: Journal of Teaching Arabic as a Foreign Language*, Vol.8(1), 67-80
DOI: [dx.doi.org/10.17977/um056v8i1p67-80](https://doi.org/10.17977/um056v8i1p67-80)

Introduction

Education is an effort that shapes humans to be independent and become part of society that is useful and plays a role in building a nation (Mitra & Khuryati, 2022). That way education is expected to be able to guide students to form mature individuals in the process of maturation and independence and have broad knowledge in accordance with the development of science and technology (Gunarti, 2020). The development of information technology has had a very significant impact on the development of learning media. As is known, the presence of this technology has been able to integrate various types of media into the learning model (Ilmiani et al., 2020).

One of the international languages that is currently in great demand by the public is Arabic. It can be seen from the development of Arabic language education and learning which is increasingly held not only in formal madrassas or schools, but in various course or training institutions, even in public high schools (Makruf, 2020). Coinciding with the development of the times, Arabic language learning continues to develop, such as the development of goals, methodologies and learning technologies (Wahida, 2021). Until the purpose of learning Arabic is experiencing development, and no longer focuses on the needs of religious understanding, education and work, but by increasing Arabic language learners, especially at the higher education level, to have skills in the field of technology and be able to use them in learning Arabic so that Arabic graduates can adjust to the times that are increasingly influenced by technology (Tolinggi, 2021).

Technological advances have a very broad impact, including in the field of education. Digital literacy is the skills, knowledge, and understanding that enable critical, creative, and safe practice of using digital technology in every aspect of life. In other words, digital literacy is a person's ability to use technology as a tool for work and study (Isma et al., 2022). In the field of education, digitalization has grown rapidly. Some examples include replacing the paper-based National Examination system into the Computer-Based National Examination (UNBK) system, using the e-report card system to process students' report card scores, and replacing the college entrance examination system from paper-based examinations to Computer-Based Written

Examinations (UTBK). Even many schools have their own learning apps, and they are not tied to the government or private companies. The education system must adapt to today's technological advances. In addition, digitalization of education is also associated with improving the quality of education, especially more student-oriented learning (Amarulloh et al, 2019).

Even the reach of digital learning is not only that, but there are many more. Like a digital classroom, with digital layers, teachers can capture all students and the power of the classroom. This facilitates all students getting the same basic material and information from the teacher. Video-based learning, video-based learning has been incorporated into the education system in Indonesia. This has made learning interesting, entertaining, and exploring. Interactive software, books, podcasts, videos, apps, and online interactive electronic boards allow learning beyond leisure with creativity, fun, and entertainment. Distance learning programs: massive open online courses, massively open online courses are considered as the path to the education revolution for many people in Indonesia due to its large population. With the help of the internet, distance learning programs provide a great opportunity to take advantage of online learning (Soedjono, 2022).

The learning of Arabic at this time was substantial. Therefore, interactive learning media is needed and attracts the attention of students (Karami et al., 2021). Smith and Ragan said that learning is an activity of presenting information in supporting students to achieve goals, especially student goals in learning. Learning is also a process of interaction between students and their environment so as to achieve behavior change for the better (Rani, 2017) The use of media in the learning process can build new motivation and have a psychological effect on students, so as to increase good interest in learning from students (Haris & Maziyah, 2022).

Dadan Djuanda said that one way for teachers to foster children's interest and enthusiasm in learning, as well as strengthen children's understanding of learning materials is by utilizing media (Khairuddin, 2020). Learning media includes instruments that are physically used to provide teaching material content consisting of books, tape recorders, tapes, video cameras, video recorders, films, slides, photos, images, graphics, television and computers. In other words, media is a learning resource device or physical equipment that contains learning materials in the student environment in order to arouse student interest in learning. In addition, learning media is also interpreted as a combination of hardware and software. In other words,

media is hardware that has been loaded with software (Mahmuda, 2018). Learning media is one of the most important parts of teaching and learning procedures, besides that learning media is also one of the processes to encourage and interact with students to be more effective (Furoidah, 2020).

The style of expressing feelings and thoughts in a simple, complex language is writing. The dissemination, perpetuation, and expansion of information and knowledge require writing skills. Writing proficiency, part of learning Arabic in formal educational institutions, is an aspect that is intensively trained. Guidance on writing skills departs from the most basic sequence such as writing letters, words and constructing sentences, to the most complicated sequence such as writing paragraphs or free essays. *Maharah kitabah* is one of the complex skills. Many factors are unique aspects of writing skills in Arabic which are also difficulties in achieving this proficiency, such as the direction of writing and letter shapes that are different from writing in Indonesian (Rathomi, 2020). The state of Arabic language learning in schools/madrassas in the use of technology is more researched than the universities studied (Alfath, Qoim, 2023).

According to Muhammad Arif Mustofa, learning *maharah kitabah* by utilizing the use of Whatsapp for learning media has several obstacles. When you use it on an android phone or device, there is not enough space on the device, which makes it run slower and more likely to encounter errors (Mustofa, 2020). Ihwan et al, stated that In data science, there are ways to use computers to understand and learn from information in words, such as in books or on the internet. This method is called *tekxt mining*. Text mining helps us find useful information from messy and disorganized data. This messy data can be words, images, videos, or sounds. Before we can use this data, we have to take a few steps to organize it and make it easier to understand. This type of data can come from things like customer complaints, contracts, or emails. On social media, we can find examples of this data in things like comments, likes, followers, and things people do on their accounts. Text is a type of data that is disorganized and difficult to work with. To understand this, we use a process called text mining. In Arabic studies, text mining is widely used because there are many Arabic texts and (Bahtiar et al., 2022). From Norhidayah et al, stated in their research shows that teaching *imla* online can improve students' Arabic writing skills, as shown by the progress of learning at each meeting, where students can write correctly or not make mistakes (Norhidayah et al., 2021). Then, Dewi and Cahyo said in their research that Facebook media can be

used as a medium to improve writing skills because of the potential possessed by Facebook itself (Cahyani & Hasanudin, 2023).

Hence, researchers aim to conduct an analytical study on the digital transformation of maharah kitabah learning in Sinta 2 journals from 2020 to 2022. This study investigates whether the advancement of maharah kitabah learning in reputable journals indexed from Sinta 2 to 5 has kept pace with technological developments. The analytical study aims to delineate the evolution of maharah kitabah learning over the past three years within the digital era as observed in Sinta 2-indexed journals.

Method

This study employs a literature review with a descriptive qualitative approach. A literature review is a systematic exploration of a specific topic (Cahyono et al., 2019). It offers a comprehensive overview of the development of maharah kitabah learning. Data collection involved documenting articles retrieved from Google Scholar. The search focused on themes related to digital maharah kitabah learning and its presence on social media. Fourteen accredited national journal articles were selected for analysis. Article details including authors, publication years, journal names, and research findings were organized into a table format. Articles with similar research themes were analyzed and synthesized. The research findings are discussed comprehensively in this article (Syelitiar & Putra, 2021).

Results and Discussion

The results of the research data included in this review literature are an analysis and summary of documented articles related to the digitization of maharah kitabah learning in Indonesia, which are described in the Table 1 as follows.

Table 1: Research Results of Maharah Kitabah Learning Digitization

Author and Year	Journal	Title	Research Results
(Fuadi, Ihsanuddin, Aulia, Faizal, & Soukaina, 2022)	Al-Ta'rib: Scientific Journal of Arabic Language Education Study Program IAIN Palangka Raya	Transformation of Arabic Assessment in Indonesia: Conventional Assessment Toward Digital Assessment	The implementation of digital assessment in Indonesia is still limited to some Arabic language learning, such as qowaid, mufradat, maharah istima', qiroah, and kitabah. Assessment

			digital Arabic still cannot accommodate assessment for maharah kalam.
(Fahmi, Rachmawati, Kamal, 2022)	Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature	Content Validity to Assess the LMS-Moodle-based Academic Writing Learning Model of Arabic	The validity of the content and design of the LMS proposed in this study is one of the references that can be used for the development of an Arabic academic writing learning model that can be a reference for lecturers and academics who will develop LMS for writing learning.
(Salimatul, Muhammad Jafar, 2022)	Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature	Kitābah Online Learning Strategy With The Scamper Method	This research is a development research that focuses on the online learning method of writing Arabic using online methods through WAG (WhatsApp group) dan zoom Meetings with student achievement can change and develop new ideas in the content of reading texts.
(Mufarokah, Mukhlisoh, Septia, Imroatus, Danial, 2022)	An Nabighoh	دور معجم المعاني الإلكتروني في تحليل الأخطاء اللغوية الكتبية	The results showed that the percentage of female teachers who used the lexicon of meaning in education was 100%. The conclusion of this study is that the dictionary of meaning helps female teachers to analyze writing errors and also helps them to achieve goals in education.
(Norhidayah, Aulia, Marsiah, 2021)	An Nabighoh	Implementation Of Imla Online Learning	The results showed that there was an increase in the number of students, online-based learning was still carried out, because with the existence of online

			learning imla' this makes people who want to learn very easy to get it, it will also have a positive impact on smartphone users who are on the rise today.
(Muhamad Arif Mustofa, 2020)	Arabiyatuna: Arabic Journal	Analysis of the Use of WhatsApp as an Arabic Learning Media in the Industrial Era 4.0	The learning of Arabic using WA media can be done by paying attention to aspects of the skills to be taught so that one language skill with another can be measured and evaluated in different ways.
(Ariadi, Umi, 2020)	Arabiyatuna: Arabic Journal	Maharah Kitabah Grammatical Interference and Its Causes in UIN Sunan Kalijaga Graduate Students	Sometimes when students write, they make mistakes with grammar. There are different types of mistakes they make. One type is when they use certain types of words that are incorrect. The other type is when they make mistakes with numbers. They also sometimes make mistakes with certain types of verbs. And lastly, they can make mistakes with certain letters in a sentence.
(Umi, Koderi, Zahrotun, Aridan, 2022)	Arabi : Journal of Arabic Studies	Development of Picture Story Strip Media for Mahârah Al-Kitâbah Learning	Picture strip story learning media is considered very feasible to be played in maharah al-kitabah learning activities. In fact, this learning media is estimated to be effective for use in the procedure of learning to write Arabic.
(Martan, Hafidz, Ihwan, 2021)	Arabiyat : Journal of Arabic Language Education and Arabic Language	Teaching Materials Development For Imlâ' Lesson To Enhance Student's Writing Skills	The development of teaching materials in the form of this book can be considered suitable and effective for teaching in Imlâ' lessons for students

			of SMP Islam Ihya Ulumuddin to develop their writing skills.
(Nuraini, Imam, Hasanah, 2022)	Al Bayan: Journal of the Department of Arabic Language Education	Material Development for Arabic Writing Skills Based on International Standards Tathwir	The results proved that the teaching material for beginner-level Arabic writing skills is effective for improving students' Arabic writing competence.
(Hakim Syukri Alhamda, 2022)	Alsinatuna: Journal of Arabic Linguistics and Education	The Development Of Maharah Kitabah In The Millenial Era: An Analysis Of Natiq Book	The presence of Natiq volume 3 recommended by Qatari mutants and Sheikh of Saudi Arabia and the Indonesian vice president can be used as an alternative teaching material / resource to develop maharah kitabah in Arabic language learning today, especially for students from Islamic religious universities, especially students of the Arabic Language Education study program.
(Sitti, Azalia, Andi, 2021)	Diwan :Journal of Arabic Language and Literature	معالجة صعوبات طالب جامعة كينداري الإسلامية الحكومية في كتابة العربية	The results of this study report several types of difficulties faced by students, some methods and strategies to overcome difficulties in writing Arabic texts, and offer 10 steps to design Arabic writing lessons based on the experiences of Arabic lecturers who deliver them in directed group activities.
(Ardyansyah, Nurhadi, Danial, 2020)	LISANIA: Journal of Arabic Education and Literature	تحليل الأخطاء الإملائية في تعليم مهارة الكتابة على ضوء نظرية تاريجان	The results showed that writing errors in the writing of Pamekasan Madura Islamic boarding school students included errors in adding letters, subtraction letters, writing letters that sound similar, substituting letters or

words, separating letters or words, writing hamzah in the middle of sentences, splicing letters or words, writing hamzah qatha', writing hamzah on lines, and writing hamzah itself.

(Yayan, Zaka, Anwar, Renaldi, 2021)	LISANIA: Journal of Arabic Education and Literature	The Role of Arabic Education Department in Improving Students' Writing Skills During Covid-19 Pandemic	We learned that there are four things that can make writing articles easier for students. First, we need to figure out what the student's problems are when writing. Then, we can teach them through a video app called Zoom and use examples based on their difficulty. Next, we can check their work to see the improvement. Finally, we can ask their opinion about this training so that we can make it even better next time.
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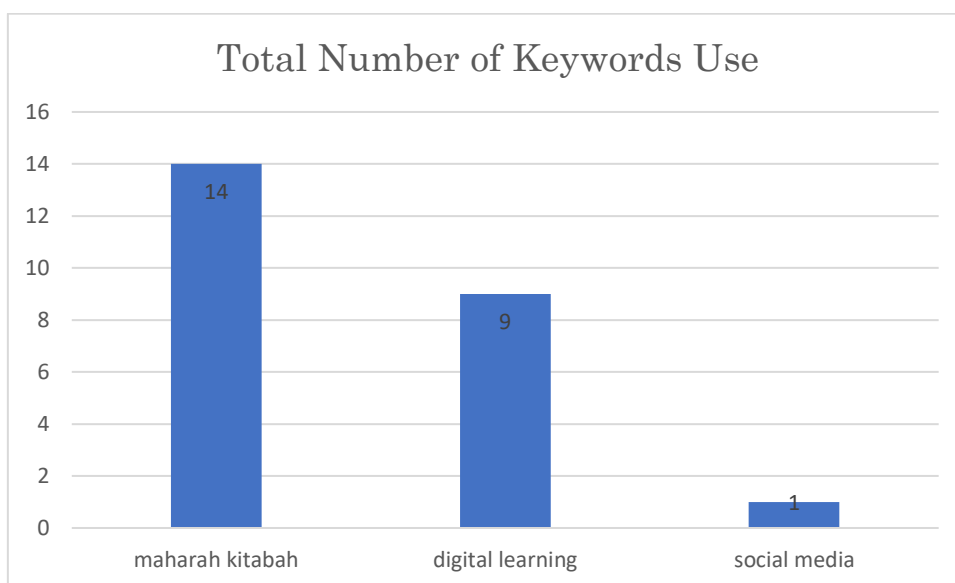


Figure 1: Keywords Use

Because data collection is limited by only quoting from accredited journals sinta 2 in 2020-2022. Thus, Arabic language learning, especially maharah kitabah, has not

been digitized much which is conveyed in the *sinta 2* journal for 2020-2022. Given that a high-level skill in learning Arabic is a writing skill. Even writing skills in Arabic must begin to recognize the correct writing conventions, especially in Arabic writing (Yusuf et al., 2019). Learning activities centered on learning texts and grammar, and learning activities that focus on grammar practice and topic discussion, plus individual conversations between teachers and students, speech, composition, and other forms, so that students can quickly and effectively improve their Arabic skills in a rich learning experience. At the same time, by creating a communicative context of real conversation, teachers can directly understand and correct students' acquisition status from students' discourse errors, and play a good role in guiding students' Arabic proficiency (Amelia & Rudiansyah, 2020).

Looking at the data above, there is only 1 article that uses social media as a learning medium. Seeing this, it can be seen that social media can support the improvement of Arabic language learning, especially *maharah kitabah*. With the features available in a social media that can help improve *maharah kitabah* learning. There are various features in the Instagram application where the application can upload photos or images, regular post videos with a maximum duration of 60 seconds, while the IGTV feature can upload videos of 1 to 60 minutes and it depends on the file type and account type. If a regular account can upload a maximum duration of 10 minutes, if I have been verified or many followers can be up to a maximum of 60 minutes, then live streaming with many camera filters, Instagram story, direct message (DM) where users can send messages in the form of text and audio, then video calls, share posts, unsend messages, direct message groups (Instagram groups) and other features in the Instagram application (Aminaturrahman, Sumanta, Umayah, Ihsan, 2023).

Even from the data the transformation of assessments from those that previously used paper, once technology develops rapidly it can turn it into a computer-based assessment (Rahman et al., 2022). Facebook is also given a comment feature that allows other social media users to comment on the status. In addition to status and comment features, Facebook also has a message feature (Mesengger) that is used to send written messages to each other. This Mesengger feature is also equipped with audio, video, and image recording facilities so that the messages sent are not only limited to written messages, but can also voice audio messages, video messages, and images (Rahmat Linur & Mahfuz Rizqi Mubarak, 2020).

From the data above, although maharah kitabah learning has not experienced much digitization in learning, the use of learning media as a tool to support the continuity of learning activities in the classroom. The use of this media is also quite helpful in increasing maharah kitabah learning even though it is not digital. Because, the use of learning media in the teaching and learning process can arouse new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students (Jamilah et al., 2021). Also, the media is something that can be used as a tool to channel news / information from the sender to the recipient so that it can bring the establishment, thinking, interest and interest of students in such a way that the learning system takes place (Hijriyah et al., 2022).

Many things can be done in improving maharah kitabah learning. Although in the Sinta 2 journal for 2020-2022, it has not produced much digitization of maharah kitabah learning. There are many other alternatives that can be used such as the use of media, strategies, preparing lesson plans, developing teaching materials, and evaluating learning. Similarly, in universities, many things have been done by the Arabic study program. When we learn to write, there are certain steps that we need to follow. First, we learn how to write each letter correctly. Then, we learn how to connect those letters into words, sentences, and paragraphs. We also learn how to structure our writing and be creative. All this is based on the rules and guidelines of our teachers. Learning how to write is a complex skill that involves different steps working together (Bin Abdul Hakim et al., 2021).

Conclusions

The conclusion that can be drawn is that it turns out that in the Sinta 2 journal for 2020-2022, learning about digitalization of maharah kitabah is still small. However, the use of media as a maharah kitabah learning tool is widely used even though it is not digital-based. So that this can be used as input for reputable journals, especially sinta 2 to raise more about the theme of digitizing Arabic language learning, especially maharah kitabah. Thus, digitalization of maharah kitabah learning can increase student learning motivation. Remembering that this writing skill is the most difficult level of any skill. The digitization of maharah kitabah learning in Indonesia in the analysis of the digitalization study of maharah kitabah learning in the Sinta 2 journal for 2020-2022 is still relatively small. Until this can be an opportunity for prospective researchers to develop digitalization of maharah kitabah learning in Indonesia. This

study has shortcomings, so further research is needed on the digitization of maharah kitabah learning.

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