MAHARAH KITABAH LEARNING INNOVATION USING GOOGLE DOCS IN THE POST-PANDEMIC ERA

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Abstract

This study describes one of the innovative educational strategies in the digital era and during pandemic of Covid-19. It uses "Google Docs" which is carried out in a writing class. Most of the writing activities in the classroom provide writing theories and less practice. When students do the Maharah Kitabah assignment, they only do the assignment based on the teacher's instructions and then submit it without any revision. Sometimes, the teacher give feedback for students in class, but it takes a lot of time and then not all students get corrections due to limited time. This research is aimed at dealing with that problem by "Google Docs" usage. This "Google Docs" gives students and teachers the opportunity to review other people's writing anywhere and anytime. This is a qualitative descriptive study using field research methods and interviews as data collection techniques. The finding shows that there is a positive response and output from students after participating in Maharah Kitabah learning using "Google Docs". Therefore, it can be concluded that using "Google Docs" in commentary students' assignment can be a great method in Arabic learning innovation, especially Maharah Kitabah.

Keywords: Maharah Kitabah, Collaborative learning, Google Docs, Technology, online learning and innovation.

INTRODUCTION

The growth of technology and science for human life creates its own problem. (Wiyarsi A, Prodjosantoso AK and Nugraheni ARE, 2021) In education field, studies on the use of information technology such as social media as a source of learning activities has begun conducted. This is considered as a necessary, considering the unstoppable development of technology that requires anyone to be technological literacy. Haniah (2014) revealed that the inability in mastering technology and

science will be marginalized. It is also not impossible to be blown away by the wave of globalization which is full of competition. Another problem that demands the implementation of information technology-based learning is the phenomenon of the younger generation's addiction to the use of social media. The young generation of the 21st century who is close to technological developments is called the "Pro Gadget" generation. (Linur, R., & Mubarak, M. R., 2020) However, the use of the internet has

become a primary need for students in learning. (Rusli, R., Rahman, A., & Abdullah, H. (2020).

Responding to the era of technology that is always innovating (Alhusen, H., Bennat, T., Bizer, K., Cantner, U., Horstmann, E., Kalthaus, M., ... & Töpfer, S. (2021), education must be able to adapt to technological developments that are increasingly advanced from time to time. One of the goals is to facilitate and maximize performance in the field of education, especially the activities of teaching and learning. Moreover, in the current state of the Covid 19 pandemic, technology is the key to success and smoothness in the online-based education process. (Gozali M, 2020; Cahyadi, A & Widyastuti, S. 2021) Moreover, technology-based learning can be meaningful for learner. (Nida S, Pratiwi N and Eilks I, 2021)

Learning models are developing continuously along with the developments of various disciplines, such as linguistics, education, and also the times. Moreover, research results in the area of language teaching contribute to the development new approaches and methods in language teaching. (Ritonga, M., Nazir, A., & Wahyuni, S., 2016)

Surur (2020) argues that the content, instructional models and the type of technology used greatly affect the teaching materials. Besides, Clark (1983) also said that the use of technology (multimedia computers) in learning is very helpful in preparing teaching materials effectively and efficiently. Therefore, the use of technology in this era is the spearhead of success in learning.

In the era of advances in information and communication technology, the education field needs an educational concept that synergizes with technological advances, including language learning. Research has proven that the learning model that is supported by the use of learning media indicates a very notable impact on the capability of learners in understanding the material compared to conventional instruction systems. (P. Hubbard, 2006)

In language teaching, writing should be a challenging skill. Nasution & Seregar (2013) in their study say that to master writing skills is not a piece of cake. Writing is a productive and expressive skill (Ahmad Muradi, 2015). Therefore, we should be able using the language patterns and vocabulary correctly. (Nasution & Seregar, 2013) According to Muradi (2018), writing skill in Arabic is a difficult subject even for native speakers. Because in writing, we must pay attention to fluency, language coherence and produce good writing. In line with Nurgiantoro (2001) writing is considered the most difficult skill (43.22%) compared to other skills such as reading, listening, and speaking. Therefore, only 23.34% of learning materials for writing skills in language teaching, slightly below reading skills (23.45%). According to Umi Sholihah and Ana Setyandari (2018), this is because writing learning is dominated by discussions of grammar and sriting theory so that writing practice is somewhat neglected.

Based on observations, the hardest skill for MAN students in Kapuas is writing. As Arabic learners, they not only have to explore the ideas but also to the Arabic style. However, they must be able to write in Arabic because most study subjects require them to be able to write in Arabic, whether in their notes, assignments or exams. In addition, the writing learning process is often dominated by grammatical discussions and writing theory. This only provides little opportunity for students to practice their writing.

In this case, we should notice to the writing rules in Arabic, such as the use of words in accordance with the topic (vocabulary), the use of the right time (tenses), the use of verbs (infinitives, past and future), spelling, punctuation, organizing, and idea exploration. In addition, after finishing their writing, they must read it again to ensure the content is correct. It takes longer than writing in Indonesian, because Indonesian is the mother tongue of Indonesian. Even though we read it many times, sometimes there are still some mistakes in Arabic writing. For many students, Arabic writing is unpleasant and boring activity.

In improving students' writing skills, there are many studies that examine this, for example using diaries (Ningrum & Rita, 2013), or with journals by Saffriana (2013). Unfortunately, this method has a weakness because it is independent learning so students learn individually. In contrast to the above, cooperative learning is an important and indispensable part of the 21st century. With cooperative learning, the communication will be running well and they be able to work in groups or in pairs. In addition, cooperative learning can significantly improve students' abilities. (V Ningrum, & F Rita, 2013)

This method provides chance for students to expound their thoughts and opinions, and give suggestions each other. The activities of writing do not only complete the task, but also become a fun activity. Students enjoy the activity because writing activities with collaborative learning become a continuous warm up to gain new knowledge and experiences.

Recent research, Hafizh and Marza (2013) state that using the latest technology such as Facebook has succeeded in influencing the academic achievement of high school students. However, Facebook also contains weaknesses because it contains a lot of useless content (some even non-educational) which can be a source of distraction for students. (L. Marza & M. Hafizh, 2013) The use of applications or social media is also used optimally in learning Arabic, such as the use of Instagram, which has received a lot of positive responses among students. The students not only learn, they also have their own interests and motivations in using the media. It is the same as Google Docs media which will be presented here, Instagram media is also used to increase students' critical thinking and analysis of the work of others on the platform used. (Audina, N. A., & Muassomah, M., 2020) Basically, the use of social media in learning Arabic is to motivate students to learn Arabic. (Muradi, A., Mubarak, F., Permana, F., Hidayat, Y., & Wekke, I. S., 2020)

Research on google docs related to learning to write has been done a lot. The results of several studies state that the googles docs medis has a positif effect on learning to write and the results. As Zhou, W., Simpson, E., & Domizi, D. P. (2012) stated that students can collaborate in writing activities. Likewise, the results of reseach from Suwantarathip, O., & Wichadee, S. (2014) that with googles dosc, that students have a positive attitude toward writing. Even with this medium, the students' writing ability increases. (Sholihah, U., & Setyandari, A. (2018)

Based on the things presented above, this research will use the Google Documents application (Google Docs) which can be accessed via the internet and can collaborate with other students and teachers. (Zhou, W., Simpson, E., & Domizi, D. P., 2012) The document can be read via Google Docs, edited, commented on, and shared with other students. Based on several previous studies related to writing skill, this study aims to present another way to improve students' writing skills, making it easier for them to correct and review other people's writings by using Google Docs application. In addition, Google Docs will also provide a new experience for students in writing using the Arabic keyboard. Based on several theories and assumptions, the application of Google Docs is able to improve students' skills of writing.

THEORETICAL FRAMEWORK

Google Docs is a web-based service, documents, spreadsheets, presentations, and free forms storage from Google. By using the Google Docs application, we can bring and edit documents without any software. Moreover, Google Docs can collaborate with more members. The document can be read in Google Docs, edited, commented on, and shared with certain other members, so members can collaborate at the same time from different locations. Google Docs usage is the same as using Microsoft Word, Excel, etc., but can be done online. All edited documents can be viewed at http://docs.google.com/, and there are attachments in Gmail. Some documents can also be saved automatically on Google Drive,

so there is no risk of losing data completely due to accident or other.

The main feature of Google Docs is that we are able to keep the documents on google.co.id as a place to back up data. If your computer or laptop has been infected with a virus, don't worry because you have saved your data in Google Docs. We can hide our secret files as long as we don't tell the Gmail account and password to others. The first thing we do is creating a document by selecting the "Create a new document" menu, then transfer or convert the document into a document. After that, we can revise by selecting the "Edit and Format" option. If we want to share our document with our colleagues, just select the "share" menu. Other can change and provide comments or rebuttals, and he can also provide direct responses by simply clicking "Show Chat" to start a chat, and other features that support discussion without face to face.

There are many things that advocate the process of teaching learning in writing Arabic lessons. Google Docs is an application that supports collaborative writing among students. Google Docs has many advantages when used as a tool for teaching and learning to write. The benefits of using Google Docs can be seen as follows.

First, Google Docs is a web-based space that can be edited for free. It provides a collaborative writing space for students to upgrade their writing skills. They write together some text with Google Docs, comment and edit other students' writing at the same time. This supports them acquire more creativity in writing as they integrate their ideas with each other. Collaborative writing is no longer limited by space and time by Google Docs. If students cannot complete their writing assignments during class hours, they can keep their work online, then continue writing whenever and wherever they can continue.

Second, Google Docs provides an opportunity for teachers to monitor the progress of their students' writing. Teachers do not only must evaluate the final results of their students' writings but also the improvements that have been made by their students in the teaching and learning process. With Google Docs, it is possible to assess student progress by observing student writing.

Finally, Google Docs can be used anywhere. All students need to use Google Docs with an internet-connected computer and a standard web browser. Text in Google Docs can be accessed anytime and anywhere if there is a computer or laptop connected to the Internet. Therefore, students can always practice writing in Google Docs at any time, not only in class. In addition, the use of Google Docs media can also increase students' critical and analytical power in observing the results of other people's thoughts. (Herlina, H., Malla, H. A. B., & Acim, A., 2020)

Kitabah or writing is a communication activity that uses written language. Therefore, in other words, writing is a written communication form. The message can be in the form of information, ideas, suggestions and others.

Writing skills cannot be mastered on the first time. It is an continuous process to get a good writing. Tompkins stated in Laxmi, that the writing process consists of pre-writing, drafting, reviewing, editing, and publishing. Because this operation can take many times, writers usually use other people to review it as a proof reader to provide corrections to the writing. (Ekaning Dewanti Laksmi, 2006)

By using Google Docs, writing learning becomes a collaborative activity, because all students are on the same worksheet and be able to cooperate with each other in completing the worksheet.

Barclay et al (in Al-Nahdi, 2011) said that cooperation is working together. Cooperative learning means that students learn in pairs or groups to achieve learning objectives. According to Barclay et al (in Al-Nahdi, 2011) there are several characteristics in cooperative learning: First is planning, collaborative learning plan.

Second, member the groups actively complete the important part. Third, there is supervised learning. According to South, J. B., & Nelson,

L. M (2000), the process of solving problems and thinking can be done in collaborative learning.

Cooperative learning provides opportunities for students who are great in writing (sometimes undetected) to share knowledge with others. In addition, South, J. B., & Nelson, L. M (2000) believes that cooperative learning improves students' ability to communicate and increases positive social attitudes in their learning and life. Cooperative learning in writing takes place through the process of writing, reading, reviewing, correcting repeatedly, discussing, asking questions, and giving comments. Through cooperative learning, students are expected to think critically and solve problems.(Liu, Y., & Qi, W. (2021).

METHODOLOGY

This study is field research and it employs descriptive qualitative research design. This research is in the form of implementing Google Docs media which is specially made for learning "maharah kitabah" in Arabic. To find out the results of the use of the media used, a study was conducted that required analysis and testing of the efficacy of the product. This is carried out in stages / longitudinally so that the results of these products can be useful for education, especially Arabic.

Thus this research is intended to determine the effectiveness of learning "maharah kitabah" both process and results with the use of media that have been prepared, thus learning objectives can be achieved. In addition, this media also aims to facilitate students' understanding of the material and not get bored with participation in Arabic learning, especially "maharah kitabah".

Data source in this study are several grade XII students of Madrasah Aliyah Negeri Kapuas, and Arabic language teachers. This study uses several data collection techniques as follows:

a.   Observation

Observation is defined as the experience and systematic recording of symptoms and phenomena that appear in the study. Observation is direct record to get the data. (Creswell, J. W., & Poth, C. N. 2016), (Creswell, J. W., & Creswell, J. D. 2017), (Jalongo, M. R., & Saracho, O. N. 2016) The observation technique in this study aims to present data that occurred during the research in the field.

b.   Interview

Interview is a question and answer process or oral dialogue between the interviewer and resource person with the aim of obtaining the information needed by the researcher. . (Creswell, J. W., & Poth, C. N. 2016), (Creswell, J. W., & Creswell, J. D. 2017), (Jalongo, M. R., & Saracho, O. N. 2016) The data that will be obtained in this interview is the experience of students participating in writing lessons using Google Doc.

The data analysis used in this development research consists of two methods, namely

a.   Learning analysis

This analysis is carried out by formulating learning objectives that have been modified according to the Core Competencies (KI) and Basic Competencies (KD) which are used to synthesize the content of the developed learning media. Then the results of the analysis are used to develop Google Docs media..

b.   Descriptive analysis

This analysis uses interviews to provide responses to questions posed by researchers as well as criticism suggestions and improvements. The results of this descriptive analysis are qualitative data. Respondents' responses will be calculated how satisfied they are with the use of this Google Docs media.

RESULTS AND DISCUSSION

Google Docs is a free online service and storage of documents, spreadsheets, presentations, and forms from Google. Moreover, Google Docs can pull together with more member. The document can be read in Google Docs, edited, commented on, and

shared with certain other members, so members can work together from different locations. So, this activity is like a discussion without meeting in person.

The use of this media occurs because of problems that occur in schools and the emergence of online learning due to the COVID-19 pandemic. It is hard to mantain face-to-face learning activities directly (Nikiforos, S., Tzanavaris, S., & Kermanidis, K. L. (2020) included in the learning of the Kitabah. This makes writing learning (kitabah) less interesting and difficult for teachers to control.

Arabic learning techniques for writing learning or kitabah using Google Docs media consist of materials that provide stimulus for higher-order thinking skills and cooperative learning-based training for grade 12 students at Madrasah Aliyah Negeri Kuala Kapuas.

The Google Docs learning media used consists of several parts, including student names, two (2) learning evaluation sheets, student answers section, other student comments section, correction section, and teacher comments section.

The use of Google Docs media in learning writing takes place through several stages, namely:

a.   The preparation stage and data collection by reviewing and discussing writing problems with Arabic teachers, and also conducting field studies.

b.   The design stage is to develop a learning media framework using designs in Microsoft Word and web google drive / google doc.

c.   The product trial stage is the access test by the researchers.

d.   The review stage, if possible, can be reviewed and cannot be revised, but if it is impossible then a review needs to be done.

e.   The implementation phase by applying the use of products in writing learning to students on April 17 with 8 students in grade 12.   Here   is   the   link: https://docs.google.com/document/d/14ZrGNp wH2MjTF7m5KZ3gqzL_bWT-qNCSaByTq2wKqjs/edit?usp= sharing "

In order to make it easier to understand some of the stages above, they are presented in the following schema:
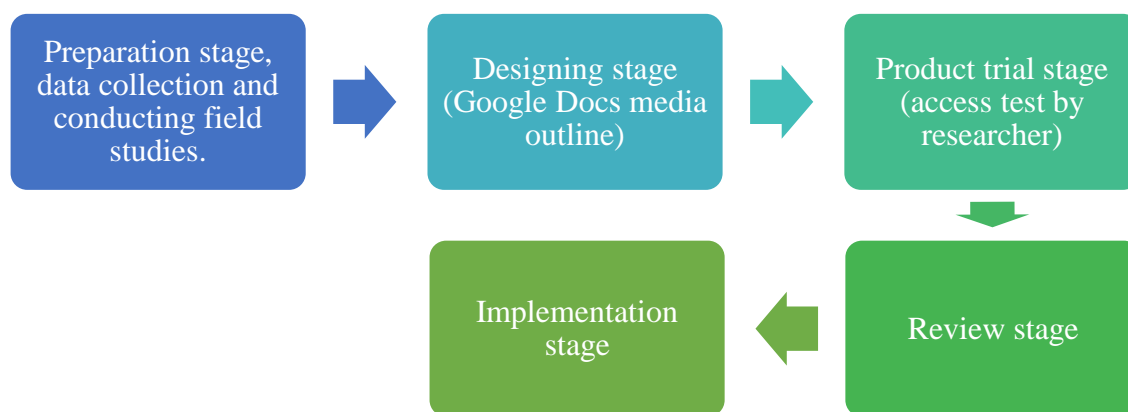
Schema 1. *Use of Google Docs media in "Kitabah" learning*

The result of the development of this educational media is in the form of a Google Doc for students who are learning Arabic in order to facilitate the development of writing skills. In addition, it can also motivate students in the learning process because it is applied in a unique way.

Interviews were given to students of class XII Madrasah Aliyah Negeri Kapuas, totaling 8 students. The results of the field evaluation are as follows:

1.   100% of students enjoy learning with Google Doc Media. It shows that Google Doc

is a very good media or learning resources because students feel happy.

2.   75% of students are interested in learning writing skills using Google Doc Media. This shows that students are interested and satisfied in learning "kitabah" using Google Doc Media Media.

3.   88% of students like the language used in Google Docs media. This shows that students are very satisfied with the language used in Google Docs media media.

4.   75% of students enjoy the material submitted on Google Docs. This shows that the material presented in Google Docs is easy to understand or satisfying.

5.   Posts / text on Google Docs media gets a rating of 88%. This indicates that the writing / text is easy to read and understand / very satisfied.

6.   62% of students enjoy images and colors on Google Docs media. This indicates that the images and colors on Google Docs media are attractive to students. Some feedbacks are given indicating the number of criticisms and inputs from participants, illustrations can still be improved. "

7.   100% of students feel happy after learning by using Google Doc. This shows that students enjoy learning by use Google Docs.

Based on the field evaluation, a high level of satisfaction was obtained. The results of the field evaluation show the level of effectiveness, efficiency and attractiveness of Google Docs media. This media was developed for class XII students of Madrasah Aliyah Negeri Kapuas. It also shows that Google Docs is very feasible and can be used in "Kitabah" learning.

Moreover, this media (Google Docs) is needed for teacher and students to run the process of learning and teaching smoothly in this pandemic era. This requires adapting the use of media in online learning for both teachers and students, because students also have a higher responsibility in the learning process (Hill, C., Rosehart, P., St. Helene, J., & Sadhra, S. 2020).

Therefore, Google Docs is one the media that is able to support the Kitabah learning.

Basically, the adaptation made by the teacher in the use of media such as Google Docs is in line to the students' habits. Students are already familiar with of the technology (Chang, T. Y., Hsu, M. L., Kwon, J. S., Kusdhany, M. L. S., & Hong, G. 2021) such as games and others. The use of Google Docs in Kitabah learning received a positive response from students. It is also being the challenges faced by teachers to students learning motivation (Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. 2021), learning culture and independent learning. (Muradi, A., Syarif, J., Noor, F., & Hakim, A. R. 2021). The positive attitude of teachers and students towards online learning creates a sense of comfort for students, so that they are more optimal in carrying out the learning process. (Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. 2021) Therefore, teachers must adapt in the context of developing teacher digital competencies.(Damşa, C., Langford, M., Uehara, D., & Scherer, R. 2021).

Although the results are still not proven on student achievement, this is a new innovation that can be developed and becomes a new experience for students and teachers in learning. As stated by Laxmi that learning writing requires repeated habituation in order to increase writing ability ability. (Ekaning Dewanti Laksmi, 2006) Moreover, this media is something new for students, so it certainly requires more time in its application.

Therefore, this discussion about Google Docs requires a more complex study. This is in order to be able to take advantage and it can be accessed anywhere and anytime by the teacher. It is able to cover the limitations of time and communication both between teachers and students or among the students. Moreover, with the advancement of today's technology which has been facilitated by the many applications for long-distance communication either through written messages or oral messages, it certainly makes it easier to use Google Docs media. This is supported by Metilia and Fitrawati (2018) that today's learning system is not limited by

time and place. Now, learning makes students free to collaborate and work together in improving skills, especially writing skills.

In applying new learning media, of course, there are shortcomings that can be developed in the future. Here are some notes on the use of Google Docs media that are presented in the lesson. This is carried out after being reviewed from various aspects in the form of good collaborative learning references and also good media references in learning by giving attention to teachers and suggestions from participants..

1.   Due to the difficulty of communicating directly using this media, it is recommended to use other media simultaneously such as Google Meet or Zoom. On the other hand, participants are also burdened with learning facilities. However, if students have appropriate devices such as laptops and cell phones for everyone, this will work well.

2.   Aesthetically, Google Doc media can still be improved through illustrations that are pleasing to the eye and attract students' psychological interest in learning.

3.   The material presented can still be improved for Kitabah skills, for example students are asked to describe the images presented and then give each other comments about what other participants have written.

In line with the research results of Maqableh, M., & Alia, M. (2021) that in the online learning process there is also dissatisfaction, namely less of focus, psychological and management problems. Therefore, it is necessary to make improvements to the shortcomings in the use of Google Docs media in order to anticipate student dissatisfaction, namely the interaction between teachers and students through zoom and interesting presentations in illustrations on the media. Therefore, it is expected to increase teacher-student interaction and maintain student interest and involvement during online learning. (Lapitan Jr, L. D., Tiangco, C. E., Sumalinog, D. A. G., Sabarillo, N. S., & Diaz, J. M. 2021).

CONCLUSION

Based on the results of the discussion above, Google Docs is very helpful for teachers in learning maharah kitabah. In addition, the students also feel that Google Docs is another useful alternative in learning maharah kitabah, especially during the COVID-19 pandemic. The provision of teaching materials and assignments was quite effective. But, in the process there are communication problems for the teachers and students involved. Therefore, the use of Google Docs will be very efficient when combined with learning by Zoom or Google Meet. The use of Google Docs in learning "maharah kitabah" is also good because of the many conveniences and it is also able to overcome the problems of learning maharah kitabah online.

Suggestion

This research can be continued with more effective learning innovations. Among the suggestions from researchers for the development of this media is the interpretation of other programs or applications that allow students and teachers to easily communicate during learning. It is expected that this will be able to reach the maximum point of using Google Docs media.

Ethics Statement

Based on local laws and institutional requirements, research on human participants does not require ethical review and approval. Written consent was given to participants to participate in this study.

Author Contributions

Preparing the research questions, planning data analysis, and interpreting the results, compiling the introduction, methods, and discussions were carried out by AM and AK.

Preparing the introduction, theoretical framework, and limitation of study were carried

out by HN, MKA, and MSJ. All authors take part in this article and approve the version of the article submitted.

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