

## Improving Arabic Typing Competence Through The Rapid Typing Application

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### ABSTRACT

The Rapid Typing application is an application to learn Arabic typing that makes users more quickly master the techniques and the correct way of typing. The method of implementing this community service activity is in the form of direct training which is carried out in 3 meetings. This activity is divided into four stages, namely First, reflection, and first material, students are given material related to the use of technology in learning. Second, the provision of materials related to digital-based writing competence and Rapid Typing. Third, FGD is a form of deepening the material and practice of writing training with Rapid Typing. Fourth, question and answer and evaluation. The results of this activity are expected to be able to increase understanding of the use of technology for learning for students and can improve digital Arabic writing/typing competence for students at SMA Muhammadiyah Cileungsi so that it becomes an additional soft skill for them. The results of this community service activity were attended by 36 students. the participants admitted that they had gained new knowledge and felt an increase in their Arabic typing skills with the rapid typing application. The desire to continue practicing Arabic typing using the rapid typing application after participating in this community service is quite large. Therefore, the role of the Arabic language teacher is expected to be able to teach or provide time for students to continue practicing typing with Rapidtyping so that their potential continues to be explored and increased.

**Keywords:** Competence, Writing, Typing, and Rapidtyping.

### INTRODUCTION

Learning a foreign language is currently very much needed for students. Therefore, students need to master the competencies that exist in a language. The competencies developed from language learning are the ability to grasp meaning, role, interpret, assess, and express oneself in the language (Aprizal, 2021).

There are at least 4 competencies that must be possessed starting from listening competence (*Istima'*), reading competence (*Qiraah*), speaking competence (*Kalam*), and writing competence (*Kitabah*). Listening competence (*Istima'*) and reading competence (*Qiraah*) are receptive competencies. Meanwhile, speaking competence (*Kalam*) and writing competence (*Kitabah*) are productive competencies. Zainul said language has four components including sound, vocabulary, structure, and meaning. In learning foreign languages, especially Arabic, these four components must be taught to students. For learning to get better results, it must be taught using the right method (Abidin & Fauzi, 2021).

Receptive ability is the ability to receive language cues. In this process, it is expected that other people can and can respond to messages or intentions well so that the interlocutor can respond and respond to the speaker's intentions. Productive ability is a person's process of making or designing language (Pujiastuti et al., 2018).

The fourth competency or *Maharah* is also divided into 2 models, namely (1) *mahārah syafahiyyah* (oral skills) which include *istima'* kalam and *mahārah mar'iyyah* (visual skills) which include *qira'ah kitābah*; (2) *mahārah intājiyyah* (productive) and *istī'ābiyyah* (absorption) (Amatullah & Kusumaningrum, 2020).

Writing competence or in Arabic called *Mahaaratul Kitabah* is the final competence that must be possessed by language learners. Likewise for students at SMA Muhammadiyah Cileungsi

which includes Arabic subjects. Writing Arabic (*Kitabah*) is still an obstacle for students there, especially when writing by hand. Their Arabic writing is still a lot of mess. Of course, the neatness of writing cannot be simply overcome because they can also be said to still rarely write Arabic. Of course, it is different from the writings made by students who come from *Madrasah* schools, especially from Islamic boarding schools.

With technological advances today, the shortage of handwriting can be ruled out with digital-based writing or digital typing. This digital-based writing ability can be boosted so that students are skilled at writing digitally on a computer/laptop. This can be an additional skill for them. Imam Riadi explained that in the world of education, the use of technology is not a new thing in teaching and learning activities. Teachers who are accustomed to teaching by writing on blackboards switch to using computers or gadgets to make it easier for teachers in the learning process with existing programs or application (Riadi et al., 2022).

One of the efforts to train their Arabic digital writing can use the Rapid Typing application. The Rapid Typing application is a typing learning application that makes it easier for users to master the correct technique and way of typing. Related to this rapid typing, Aan Ikhsananto has also researched. In his research, concluded that the Rapidtyping software and modules have an effective influence in improving typing skills. Rapid typing software cannot only be used in schools but can also be applied in offices working, government agencies, and private sectors (Ikhsananto & Sutirman, 2018).

Starting from this, this community service took the theme of increasing Arabic writing competence (*kitabah*) through the Rapid Typing application at SMA Muhammadiyah Cileungsi. The target of this community service is specifically aimed at students at SMA Muhammadiyah Cileungsi and generally at teachers. The purpose of this community service can be expected to increase the skills of students at SMA Muhammadiyah Cileungsi in digital writing in Arabic.

## **IMPLEMENTATION METHOD**

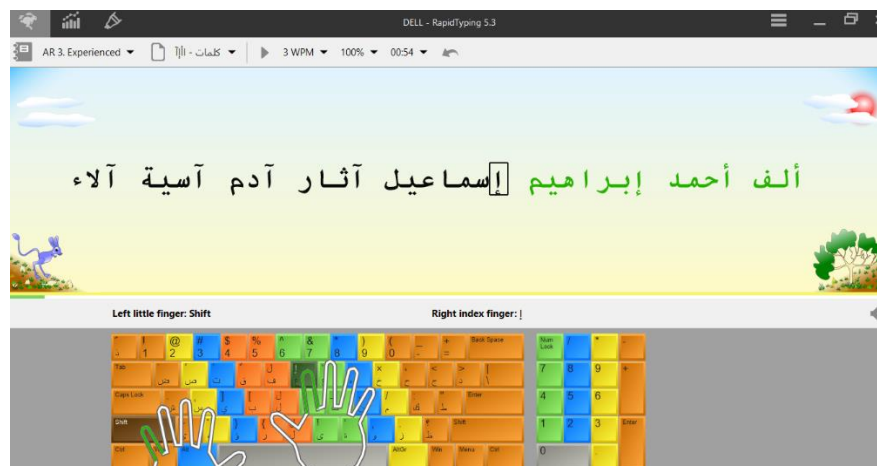
This community service activity is in the form of non-formal education in the form of Arabic digital writing (typing) competency training using the Rapid Typing application for students at SMA Muhammadiyah Cileungsi. With this method, participants are expected to be able to improve their digital writing skills (typing) in Arabic shrewdly and quickly. The strategy of activities in this training consists of:

### **Needs Search and Problem Analysis (Survey Stage)**

Almost all of the students of SMA Muhammadiyah Cileungsi have a computer or laptop but it has not been optimized for learning, especially learning Arabic. In addition, the digitalization of Arabic learning, especially the competence to write Arabic writing, needs to be improved so that it can become a separate skill for students of SMA Muhammadiyah Cileungsi.

### **Preparation Stage**

at this preparatory stage, the team asked the Arabic language teacher for help to register participants and found 36 students. after that, the team prepared the computer by checking the computer that was still alive and then installing the rapid typing application.



**Figure 1.** Rapid typing display  
**Training Implementation**

During the training, the team explained what Arabic writing skills (*kitabah*) are and all their problems. Next, it describes Rapidtyping and how to use it. In the final session, the team asked participants to immediately practice Arabic typing exercises with Rapidtyping.

Participants in community service activities (PKM) at SMA Muhammadiyah Cileungsi are students in classes X, XI, and XI. The main target of participants is students who want to learn Arabic. The number of participants in this activity was 36 students and took place in the Computer Laboratory room. As for the implementation on August 3 & 6, 2022.

## RESULTS AND DISCUSSION

### Socialization and Pre-Training

After the PKM Team and Partners (Headmaster of School & Arabic Language Teachers) discussed the implementation, timing, and participants of the training, the Team asked for permission to disseminate Arabic typing training through the Rapidtyping application to students in grades X, XI, and XII. Those who are interested can register with an Arabic teacher. This registration was held as an effort to limit the training participants due to the only 40 computers available. This socialization took place on Wednesday, August 3, 2022. After getting 36 students, the team gave a pre-training questionnaire.

Based on the data obtained before the training, it is known that their Arabic (*Kitabah*) handwriting competence is quite good with a total of 31 students (86%), the remaining 2 students (6%) think that their writing is good and as many as 3 students (8%) are poor. good. When viewed from the data, their handwriting skills are mostly pretty good. However, this becomes contradictory and becomes a problem in itself when referring to the results of the data related to their intensity between writing or typing Arabic. Many of them are more intense in handwriting, as many as 28 students (79%). The remaining 2 students (5%) wrote and typed with the same intensity and 7 students (19%) rarely did both. Ideally, if the intensity of their handwriting is more, the result is that their handwriting is more good than quite good.

When viewed from the results of the data were obtained regarding the participants' Arabic (*Kitabah*) typing competence, the Arabic typing of 26 students (72%) was said to be too long or slow. Of the rest, 2 students (5%) were able to type quickly, 2 students (6%) were also able to type quite fast and as many as 6 students (17%) admitted that they were still very slow in typing Arabic.

When viewed from the results of the data obtained, both the competence to write Arabic by hand or typing is still said to be below average. This could be due to the absence of special learning related to Arabic writing and typing skills in the process of Arabic learning activities. Therefore, Rapidtyping can be a given solution to improving their Arabic typing skills and many of the participants are enthusiastic about this training activity plus all participants do not know the rapid typing application.

## Training and Post-Training

As previously mentioned, the participants who followed were 36 students. The participants seemed enthusiastic about participating in this activity. Before the training, the team had installed the Rapidtyping application on their respective computers. During the training, the team explained what Arabic writing skills (*kitabah*) are and all their problems. Next, it describes Rapid typing and how to use it. In the final session, the team asked participants to immediately practice Arabic typing exercises with Rapidtyping.



**Figure 2.** Training Implementation

Before closing the training, the team asked participants to fill out a questionnaire. Based on the data obtained, the participants (94%) admitted that they had gained new knowledge and felt an increase in their Arabic typing skills after attending this training with the rapid typing application (97%). As for the desire to continue practicing Arabic typing using the rapid typing application after participating in this community service, only 6 students (17%) had a very big desire. Then as many as 28 students (78%) will try it and 2 students (5%) who respond normally.

**Table 1.** Post-Training Questionnaire

Question	Answer			
	Yes	No	Just normal	
Did you get new knowledge related to the ability to write or type Arabic in this community service activity?	34	1	1	
Is there an improvement in Arabic writing or typing skills after attending this training with the rapidtyping application?	Yes	No	Just normal	
	35	0	1	
How much do you want to continue practicing Arabic typing using the rapidtyping application after participating in this community service?	Very Big	Will Try	Just normal	No interest
	6	28	2	0
Mention your obstacles in using the rapidtyping application in order to practice Arabic typing!	Not careful	Not familiar	No problem	Long time typing
	12	11	6	7
Give Suggestions or Criticisms related to this community service!	Upgrade Material	The explanation is too fast	Providing good infrastructure	No Criticism /Suggestion
	7	1	3	25

## CONCLUSIONS AND RECOMMENDATIONS

This Community Service activity is about training in Arabic typing through the Rapid typing application for students in grades X, XI, and XII at SMA Muhammadiyah Cileungsi, and the

participants are 36 students. Their Arabic (Kitabah) handwriting competence is quite good. On the other hand, many of them are more intense in handwriting. Ideally, if their intensity is more in handwriting, the result is that their handwriting is more good than pretty good.

In contrast, the participants' Arabic typing competence, their Arabic typing was said to be slow or slow. Therefore, whether it's writing Arabic by hand or typing is still considered below average. This could be due to the absence of special learning related to Arabic writing and typing skills in the process of Arabic learning activities. Therefore, Rapid typing can be a solution given in improving their Arabic typing skills.

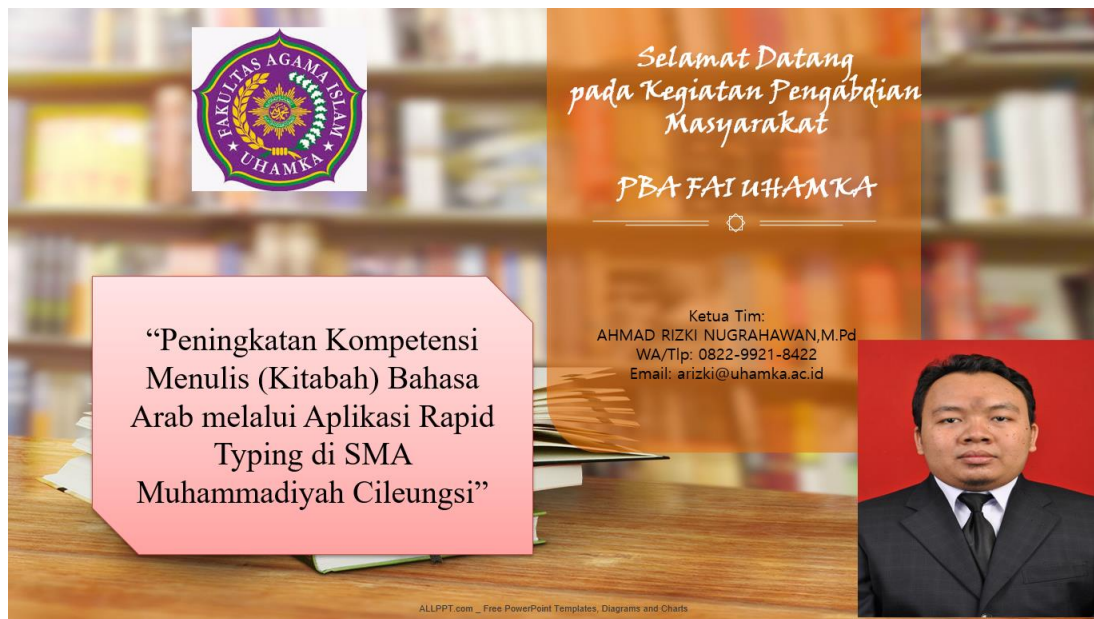
After this training, the participants admitted that they had gained new knowledge and felt an increase in their Arabic typing skills with the rapid typing application. However, most of the participants' enthusiasm for the post-training Rapid Typing Exercises is still at the level of trying it out rather than wanting to continue practicing. Therefore, the team will continue to monitor the progress of the participants after the training. In addition, the role of the Arabic language teacher is expected to be able to teach or provide time for students to continue practicing Arabic typing with Rapidtyping.

Arabic typing soft skills are needed at this time which is all digital based. Of course in the future, this will be a plus for students if they are qualified in Arabic typing. Therefore, consistent training with the Rapidtyping application is highly expected after this training. One added value of this Rapidtyping application is that it can not only practice typing Arabic letters but can also practice typing Latin letters in English.

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## APPENDIX



**Figure 3.** Training participant documentation



**Figure 4.** Training Activity