

The Effectiveness of the True Or False Strategy in Improving Learning Outcomes and Learning Activeness in Imla' Learning among Secomd Grade Students at Biatul Hidayah Boarding School

Mausall Aldianto^{1*}, Mochammad Fachturrahman Spama Putra²

^{1,2}Department Of Arabic Language Teaching, Darussalam Gontor University, Ponorogo, Indonesia

ABSTRACT

Pembelajaran bahasa Arab di Pondok Pesantren Baitul Hidayah Bandung, khususnya pada mata pelajaran Imla' kelas 2B, masih menghadapi berbagai tantangan. Meskipun bahasa Arab merupakan mata pelajaran inti dalam kurikulum Kulliyatul Mu'allimin Al-Islamiyyah (KMI), proses pembelajaran masih sering didominasi oleh metode yang berpusat pada guru dengan variasi yang terbatas. Akibatnya, siswa cenderung pasif, mudah merasa bosan, dan kurang terlibat dalam aktivitas pembelajaran di kelas. Kondisi ini berdampak pada rendahnya partisipasi siswa serta hasil belajar Imla' yang belum memuaskan, yang ditunjukkan oleh masih seringnya kesalahan dalam penulisan dan minimnya keterlibatan siswa selama proses pembelajaran. Untuk mengatasi permasalahan tersebut, diperlukan strategi pembelajaran yang mampu melibatkan siswa secara aktif. Penelitian ini bertujuan untuk mengkaji efektivitas strategi True or False dalam meningkatkan keaktifan dan hasil belajar siswa pada pembelajaran Imla' di kelas 2B Pondok Pesantren Baitul Hidayah Bandung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen tipe one-group pretest-posttest. Prosedur penelitian meliputi pemberian pretest, penerapan strategi True or False dalam pembelajaran Imla', serta pemberian posttest. Pengumpulan data dilakukan melalui tes, observasi, dan dokumentasi, sedangkan analisis data menggunakan uji Wilcoxon Signed Rank Test. Hasil penelitian menunjukkan adanya peningkatan yang signifikan baik pada keaktifan siswa maupun hasil belajar setelah penerapan strategi tersebut. Dengan demikian, strategi True or False dinilai efektif dalam meningkatkan kualitas pembelajaran Imla' dalam konteks pendidikan berbasis kurikulum KMI.

Kata Kunci : Keaktifan Belajar, Hasil Belajar, Pembelajaran Bahasa Arab, Strategi Active Knowledge Sharing

ABSTRACT

Arabic language learning at Baitul Hidayah Boarding School Bandung, particularly in the Imla subject for Class 2B, still faces several challenges. Although Arabic is a core subject within the Kulliyatul Mu'allimin Al-Islamiyyah (KMI) curriculum, the learning process is often dominated by teacher-centered methods with limited variation. As a result, students tend to be passive, easily bored, and less engaged in classroom activities. This condition leads to low student participation and unsatisfactory learning outcomes in Imla, as indicated by frequent writing errors and limited student involvement during lessons. To address these problems, an instructional strategy that actively involves students is required. This study aims to examine the effectiveness of the True or False strategy in improving student engagement and learning outcomes in Imla among Class 2B students at Baitul Hidayah Boarding School Bandung. The study employed a quantitative approach using a pre-experimental design of the one-group pretest-posttest type. The research procedures consisted of administering a pretest, implementing the True or False strategy in Imla instruction, and administering a posttest. Data were collected through tests, observations, and documentation, and analyzed using the Wilcoxon Signed Rank Test. The findings reveal a significant improvement in both student engagement and learning outcomes after the implementation of the strategy. Therefore, the True or False strategy is considered effective in enhancing the quality of Imla learning within the KMI-based educational setting.

Keyword: Learning Activeness, Learning Outcomes, Arabic Language Instruction, Active Knowledge Sharing Strategy

1. INTRODUCTION

Arabic is a language of great importance because it is the language of the Qur'an and the primary medium for understanding Islamic teachings. In Islamic educational institutions, Arabic learning is expected not only to focus on theoretical knowledge but also to develop students' language skills, including listening, speaking, reading, and writing. One of the important skills in Arabic learning is *imla'* (dictation), which plays a crucial role in improving students' writing accuracy, spelling, and understanding of Arabic orthography. (Firdaus & Fauziyah, 2025)

However, in practice, Arabic language learning, particularly *imla'* lessons, still faces several challenges. One of the main problems is the limited variation of learning strategies used by teachers. Learning activities are often teacher centered, causing students to become passive, less focused, and easily bored during the learning process. This condition affects students' motivation and learning outcomes, especially in writing skills. (Nabilah dkk., 2025)

However, in practice, Arabic language learning, particularly *imla'* lessons, still faces several challenges. One of the main problems is the limited variation of learning strategies used by teachers. Learning activities are often teacher-centered, causing students to become passive, less focused, and easily bored during the learning process. This condition affects students' motivation and learning outcomes, especially in writing skills.

One learning strategy that can be applied is the True or False strategy. This strategy encourages students to think critically, actively participate, and respond to given statements related to the learning material. Through this strategy, students are not only required to listen carefully but also to analyze and evaluate the correctness of written Arabic forms, which is highly relevant to *imla'* learning. (Hatami & Amrulloh, 2025)

Therefore, this study aims to examine the effectiveness of the True or False strategy in improving students' activeness and learning outcomes in *imla'* lessons for class 2B under the KMI curriculum in Baitul Hidayah Boarding School. The results of this study are expected to provide empirical evidence and serve as an alternative learning strategy for Arabic teachers in improving students' motivation, participation, and writing accuracy in *imla'* learning.

2. METHOD

This chapter discusses the research methodology used in this study, which includes the time and place of the research, research method and design, research variables, data sources, population and sample, data collection instruments, research procedures, validity and reliability of the instruments, and data analysis techniques. This research was conducted in class 2B at Baitul Hidayah Islamic Senior High School, Bandung.

This study employed a quantitative research method using a Pre-Experimental Design, specifically the One Group Pretest-Posttest Design. A pretest was administered before the treatment, and a posttest was given after the implementation of the True or False strategy in teaching *Imla'* (Arabic dictation). This design aims to determine changes in students' activeness and learning outcomes after the application of the strategy. The independent variable in this study is the True or False strategy, while the dependent variable is students' activeness and learning outcomes in *Imla'*. (Anggraini dkk., 2025)

The population of this study consisted of students of class 2B, with a total sample of 25 students who were selected as a single experimental group. Data were collected through pretests and posttests, questionnaires, observations, and documentation. The research instruments were tested for validity and reliability using SPSS 27. The results showed that all test items were valid, and the reliability coefficient (Cronbach's Alpha) was 0.861, indicating that the instruments were reliable.

For data analysis, descriptive statistical analysis was used to determine the mean values, and the Wilcoxon Signed Rank Test was applied to test the research hypothesis. This analysis was conducted to examine the effectiveness of the True or False strategy in improving students' activeness and learning outcomes in Imla' under the Kulliyatul Mu'allimin Al-Islamiyyah (KMI) curriculum at Baitul Hidayah Islamic Senior High School. (Bellestari dkk., t.t.)

3. RESULT AND DISCUSSION

This chapter presents and analyzes the research data, including both general and specific data. The research was conducted at Boarding School Baitul Hidayah Bandung, an Islamic boarding educational institution that implements integrated Islamic education and aims to develop students academically and morally, with particular emphasis on improving language skills, especially Arabic, within the framework of Islamic education.

The subject of Imla' (Arabic dictation) is one of the core subjects in Arabic language instruction at this school. However, the researcher observed weaknesses in students' dictation writing skills in class 2B, as well as low levels of interaction and participation during the learning process. This condition was caused by the continued use of traditional teaching methods that do not actively engage students, which negatively affected students' learning outcomes in Imla'.

Before implementing the experiment, the researcher collected preliminary data through observation and interviews with the subject teacher. The researcher then prepared a learning plan for Imla' using the True or False strategy, which is one of the active learning strategies designed to stimulate students' thinking and increase their participation. The planning stage included determining learning objectives, preparing dictation materials in the form of true and false statements, and organizing the teaching steps from the introduction, learning activities, to evaluation and closure.

The specific data were collected through pretests and posttests to measure students' learning outcomes in Imla' after the implementation of the strategy. The research sample consisted of 25 students from class 2B, who were treated as a single experimental group. The posttest results showed a significant improvement in students' Imla' skills compared to the pretest results.

In analyzing the data, the researcher applied both descriptive and inferential statistical analyses using SPSS 27. The analysis results indicated a statistically significant difference between the pretest and posttest scores, demonstrating that the True or False strategy was effective in improving students' learning outcomes in Imla' in class 2B at Boarding School Baitul Hidayah Bandung.

After conducting the normality test, the results showed that the learning outcomes data had a significance value of 0.00 for the pretest and 0.20 for the posttest, while the students' learning motivation data showed a significance value of 0.017 for the pretest and 0.219 for the posttest. These results indicate that some of the data were not normally distributed because the pretest significance values were less than 0.05. Therefore, the data did not meet the assumptions required for parametric statistical tests. As a result, this study employed the Wilcoxon Signed Rank Test as a non-parametric statistical test to compare paired data.

This test was used to examine differences in learning outcomes and learning motivation before and after the implementation of the True or False strategy in Imla' instruction for class 2B at Boarding School Baitul Hidayah Bandung. The Wilcoxon Signed Rank Test was chosen because it does not require normally distributed data and is suitable for paired samples. The analysis results

indicated a statistically significant difference between the pretest and posttest scores, leading to the conclusion that the True or False strategy was effective in improving both learning outcomes and students' learning motivation in Imla'.

Based on the results of the normality test, the significance value was less than 0.05, indicating that the research data were not normally distributed. Therefore, the researcher applied the non-parametric Wilcoxon Signed-Rank Test using SPSS version 26. This test was used to analyze the effectiveness of the True or False strategy in improving students' learning outcomes and learning motivation (enthusiasm) in the Imla' subject for Class 2B students at Boarding School Baitul Hidayah Bandung.

The results of the Wilcoxon test for learning outcomes showed a significance value of 0.00, which is lower than 0.05, indicating that the alternative hypothesis was accepted. Meanwhile, the results for learning motivation showed a significance value of 0.05, which also indicates a meaningful improvement in students' learning enthusiasm after the implementation of the strategy. Therefore, it can be concluded that the True or False strategy is effective in improving both learning outcomes and students' enthusiasm in Imla' learning at Boarding School Baitul Hidayah Bandung.

Table 1. Normality Of Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test	.270	25	.000	.762	25	.000
post test	.204	25	.008	.946	25	.200

Table 2. Normality Of Motivation

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test	.153	25	.134	.898	25	.017
post test	.177	25	.043	.947	25	.219

Table 3. Wilcoxon Singed Rank test Of Result

Ranks			
	N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	0 ^a	.00
	Positive Ranks	25 ^b	13.00
	Ties	0 ^c	
	Total	25	325.00.00

Table 4. Wilcoxon Singed Rank Test Of Motivation

Test Statistics ^a		N	Mean Rank	Sum of Ranks
	post test - pre test			
post test - pre test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	05.50	55.00.00
	Ties	0 ^c		
	Total	10		

	post test - pre test
Z	-2.807 ^b
Asymp. Sig. (2-tailed)	.005

4. CONCLUSION

Based on the results of the research conducted on Imla' learning in Class 2B at Boarding School Baitul Hidayah Bandung using the True or False strategy, it can be concluded that this learning strategy has a positive impact on both the learning process and students' learning outcomes. The learning activities, which were previously more teacher-centered, became more active and interactive as students were directly involved in thinking, evaluating, and determining the correctness of the given statements. This condition encouraged students to be more focused, engaged, and attentive during the learning process.

The data analysis results indicate that the research data were not normally distributed; therefore, the Wilcoxon Signed-Rank Test was employed as a non-parametric statistical test. The Wilcoxon test results for learning outcomes showed a significance value of 0.00 ($p < 0.05$), indicating a statistically significant difference between students' pretest and posttest scores. Thus, it can be concluded that the implementation of the True or False strategy is effective in improving students' learning outcomes in Imla' for Class 2B at Boarding School Baitul Hidayah Bandung.

In addition to improving learning outcomes, the application of the True or False strategy also had a positive effect on students' learning motivation or enthusiasm. The analysis results showed a significance value of 0.05, indicating an improvement in students' learning enthusiasm

after the implementation of the strategy. Therefore, overall, the True or False strategy is effective not only in enhancing students' Imla' learning outcomes but also in increasing their motivation and active participation in the learning process, making it a suitable alternative strategy for Arabic language instruction in a boarding school context.

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