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**ARABIC LANGUAGE LEARNING WITH THE "SEMI PROGRAMMED INDEPENDENT
LEARNING" MODEL THE COVID-19 PANDEMIC
AT MADRASAH TSANAWIYAH ALMAARIF 01 SINGASARI MALANG, INDONESIA**

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Abstract. *The sudden emergence of the Covid-19 pandemic caused madrasas and Arabic language teachers to implement distance learning, using a wide selection of the most effective approaches, strategies, methods, and techniques. In addition, the Internet is one of the means of choice for this. Madrasah Tsanawiah Al Maarif 01 Singasari in Malang, Indonesia is one of the schools that also implemented distance learning during the COVID-19 pandemic, but did not use the Internet. This study focuses on distance learning with a semi-independent learning model programmed on writing skills because most students live in Islamic boarding schools around the madrasa. With this type of descriptive research, the researchers want to explain the learning way of the learning model, concluding that it can help students practice in writing well and make it easier for teachers to check student worksheets, but not making the students becoming bored.*

Keywords: COVID-19; Distance Learning; Semi Programmed Independent Learning.

A. INTRODUCTION

Learning is a process of interaction between teachers and students to convey knowledge to students as effectively as possible in a particular school. However, the spread of the COVID-19 virus has occurred rapidly and thoroughly, including in Indonesia, and this has weakened various sectors of life such as; religious, political, economic, social, and educational. It is known that many schools and educational institutions face difficulties and obstacles in carrying out the learning process. They are worried about the massive spread of the virus in student clusters.

To overcome these difficulties, the Ministry of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in a State of COVID-19 Emergency,ⁱ with the aim of maintaining the continuity of activities and learning processes in Indonesia. To implement the circular letter, the Director of Islamic Education at the Ministry of Religion of the Republic of Indonesia established an emergency curriculum for madrasah.ⁱⁱ This is also in line with the Ministry of Education and Culture of the Republic of Indonesia regarding guidelines for implementing the curriculum for educational units in special circumstances.ⁱⁱⁱ One of the important decisions in the guideline is that during a pandemic like this, it requires reducing classroom learning activities and implementing distance learning or virtual learning.

Therefore, the role of the teacher becomes more important in choosing the application of an appropriate educational model for these conditions, besides the need to use various methods, strategies, and means to make students understand the material as effectively as possible virtually or the application of distance learning. Among the models chosen by the Arabic language teacher at Madrasah Tsanawiah Al-Maarif 01 Singasari Malang Indonesia is the "programmed semi-self-study" model for distance learning writing skills. What are the steps for learning writing skills using a programmed semi-self-study model for distance learning? What

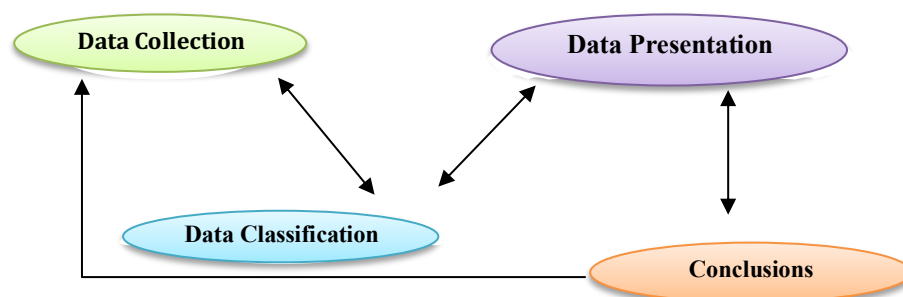
are the advantages and disadvantages of this learning model on writing skills by distance learning?

Several important studies and researches are related to the Arabic language learning model for writing skills with the programmed independent learning model for distance learning, as well as its advantages and disadvantages. Among the research and studies related to this research has been done by Tariq Abdel Rouf Amer^{iv} (2020) about distance learning and open learning, as well as difficulties in distance learning. Kamal Janbi^v (2019) also studied how distance learning with e-learning, its characteristics, advantages, and disadvantages, with almost the same topic. Fatima Hadi Al-Fifi^{vi} (2020) examined the importance of independent learning for students during the Corona pandemic. And the same study was carried out by Sri Gusti et al.^{vii} (2020) on independent learning during the COVID-19 emergency. In addition, a study was also conducted by Najat Al-Yusufi^{viii} (2021), distance learning: between legal foundations and pedagogical problems. From the research and studies that have been carried out, they have discussed a lot of distance learning either with e-learning or other internet networks during this pandemic, and one of the methods used is distance-based learning. This study wants to continue and strengthen previous research and studies that focused on semi-programmed self-study. One of the objectives of this study is to describe and reveal Arabic learning using the semi-programmed self-learning model at Madrasah Tsanawiyah Almaarif 01 Singosari Malang Indonesia during the Covid-19 outbreak, its advantages and disadvantages.

B. METHOD

This research uses a qualitative approach, with the aim of providing an in-depth and comprehensive explanation and understanding of the field being studied objectively.^{ix} In this study the interpretation of data and results was not achieved by numerical and statistical methods, but by natural language and explanatory sentences. By using descriptive types and case study models, the namely models to coordinate and analyze data collected about the individuals and the environment in which the person lives as described by Creswell.^x The case referred to in this study is learning writing skills with the semi-self-directed learning model programmed at Madrasah Tsanawiyah Almaarif 01 Singosari Malang Indonesia during the Covid-19 outbreak.

The data in this study are qualitative data from human or non-person sources related to the research object and data collection techniques with; interviews, observations, and documentation. While the data analysis technique uses the Mellis and Huberman model,^{xi} which consists of four steps: (1) data collection, (2) data presentation, (3) data classification (4) drawing conclusions or interrelated extraction as in this chart:



1. Learning implementation plan

Table: 1, Learning Implementation Plan with a semi-programmed self-study model for Writing skills during the COVID-19 pandemic

The lesson plan above is designed for learning writing skills by Arabic teachers. The design is not what it used to be. Which is designed based on existing regulations and usually consists of eight components. If anyone pays attention to the components in the lesson plan above, it is not a complete one; only the objectives, learning activities, and evaluation are written. It is understood that the first step that must be considered in preparing lesson plans is to set learning objectives that are translated by the Arabic language teacher from the essential Basic Competencies of cognitive and skill elements. In this design, three indicators have been formulated: knowing, understanding, and practicing writing. This plan is designed for learning during the Covid-19 emergency by distance learning as has been characterized in the learning steps. This statement has been confirmed by the Arabic language teacher as a result of the interview, "This plan is designed for distance learning processes and does not use the internet network, because most of the students live in Islamic boarding schools around the madrasa."

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educational unit. Given the different emergency conditions in each district and schools, the emergency curriculum for each education units may vary according to the circumstances and needs.^{xii} This implementation is illustrated in the learning implementation plan above with the "programmed semi-independent learning" model.


In reconstructing the curriculum for emergencies, the education unit can modify and innovate the curriculum and adapt it to the conditions and needs of the institution. Schools can make adjustments and innovations in curriculum structures, learning loads, strategies, assessments, and others. In this lesson plan, the Arabic language teacher chooses the "programmed semi-self-study" model, as written in the learning activity steps, which requires students to learn independently. This model is part of the independent learning model, which refers to the "programmed independent learning" model as emphasized by Omar Mahmud Ghobiyin^{xiii} because the model used utilizes almost the same sequence as the independent study steps, the teacher prepares the materials, the students learn the materials, and continue with answering the practice questions independently.

Independent learning, in its concept, is intended to develop skills independently in acquiring knowledge by students, as said by Rushdi Ahmad Thuaimah;^{xiv} This model allows students to use what they already have and what they get from others to improve their abilities, understand, and respond to the surrounding environment. In this case, it is acquiring the writing skills. Therefore, this semi-programmed self-study model provides a valuable and widest opportunity for students to develop their competencies, especially in writing skills. The evaluation is intended to determine understanding, mastery, and progress after independent writing skills study.

2. Learning Materials

Writing skills learning materials are developed based on indicators that have been formulated in the learning design, which include; knowing, understanding, and practicing in writing. The following table is an overview of teaching materials.

Table: 2 programmable semi-self-study learning materials for writing skills during the COVID-19 pandemic

	Mata Pelajaran/ Pertemuan Ke- : Bahasa Arab / An Nashaashotul Fii Madrasah / 4		
	Kelas : VIII A, B,		
	MATERI/KD : Jumlah Ismiah dan Jumlah Fi'liyah		

MTS AL-MA'ARIF SINGKARAK

A. PENUGASAN BELAJAR MANDIRI

❖ **Amati, Pahami, tanyakan, dan Komunikasikan Struktur Bahasa "Jumlah Ismiah dan Jumlah Fi'liyah" Berikut Ini!**

Jumlah (Kalimat)
 Jumlah dalam bahasa Arab dibedakan menjadi dua :

1. Jumlah Ismiah
2. Jumlah Fi'liyah

➢ Jumlah Ismiah adalah susunan kalimat yang berpola / terdiri dari mubtada' dan khabar atau kalimat yang diawali Ism (kata benda).

➢ Jumlah Fi'liyah adalah susunan kalimat yang berpola / terdiri dari fi'il dan Fa'il, atau kalimat yang diawali kata kerja (fi'il) dan diikuti oleh pelaku (Fa'il).

➢ Perhatikan contoh di bawah ini serta amati perbedaan antara Jumlah Ismiah dan Jumlah Fi'liyah !

الجملة الفعلية	الجملة الاسمية	نمرة
يتعلم الطالب اللغة العربية	الطالب يتعلم اللغة العربية	1
تتعلم الطالبة اللغة العربية	الطالبة تتعلم اللغة العربية	
يتعلم الطلاب اللغة العربية	الطلاب يتعلمون اللغة العربية	
تتعلم الطالبات اللغة العربية	الطالبات يتعلمن اللغة العربية	
يقرأ المسلم القرآن في المسجد	المسلم يقرأ القرآن في المسجد	2
تقرأ المسلمة القرآن في المسجد	المسلمة تقرأ القرآن في المسجد	

B. PENUGASAN MANDIRI.

❖ **Buatlah Jumlah (Kalimat) yang sempurna sesuai dengan pola yang diminta!**

ج. غير هذه الجملة الاسمية إلى الجملة الفعلية !

1. التلميذ يستعير الكتب في المكتبة :
2. المدرسون يقومون أمام المدرسة :
3. المستلمات يذهبن إلى المسجد :
4. عزيزة تذاكر دروسها في غرفة المذاكرة :
5. أبي يزرع الرز في المزرعة :
6. :

د. غير هذه الجملة الفعلية إلى الجملة الاسمية !

1. يُعلم المدرس التلاميذ علومًا كثيرة :
2. يتكلم التلاميذ باللغة العربية في المدرسة :
3. تتعلم المستلمات القرآن في المسجد :
4. تذهب الطالبة إلى المدرسة صباحًا باكراً :
5. يكتب أحمد الدرس :

MTS 01	NILAI	CATATAN	TTD
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The table above shows that the material developed to achieve the goals formulated for writing skills consists of "Amount of Ismiyah and Number of Fi'liyah" because the learning objectives are to know, understand and practice writing sentences properly and correctly. In terms of instructions, this material is designed for semi-self-directed learning programmed, considering what the teacher has designed, it asks students to observe, then ask questions, and do writing exercises at the end of the lesson without the supervision of the teacher, and this means that the learning process is based on the dimensions of learning. Semi-programmed self-study is traditionally not necessarily through internet media, such as e-learning, Whatsapp, Instagram, or Edmodo. As emphasized by the madrasa Arabic teacher, "this subject has been designed using distance learning with a programmed semi-self-study model because the steps have been designed with several independent learning steps."

The material for writing skills has been selected and developed according to the topic being studied, consisting of the pattern "Amount of Ismiyah and Number of Fi'liyah", this is to make it easier for students to understand the materials and do the exercises. And one of the objectives of this exercise material is to get students used to writing correct sentences according to the sentence patterns of *Mubtada'* and *Khobar*, and the sentence patterns of *fi'il* and *fa'il* or *fi'il*, *fa'il*, and *maf'ulbih*, as the purpose of this material.

3. Learning Process

Implementing learning with a programmed semi-independent learning model begins in the morning at 07.30 by distributing worksheets consisting of lesson plans and materials and exercises to students in Islamic boarding schools around the madrasa and ends at 11.00 in the afternoon. The distance of the pesantren from the madrasa is between 300 - 800 hundred meters, and there are about 16 Islamic boarding schools. In this situation, the deputy head of the *Madrasah* for curriculum schedules for picket officers who will distribute and bring back practice sheets to the *madrasah* for all subjects according to the program plan schedule.

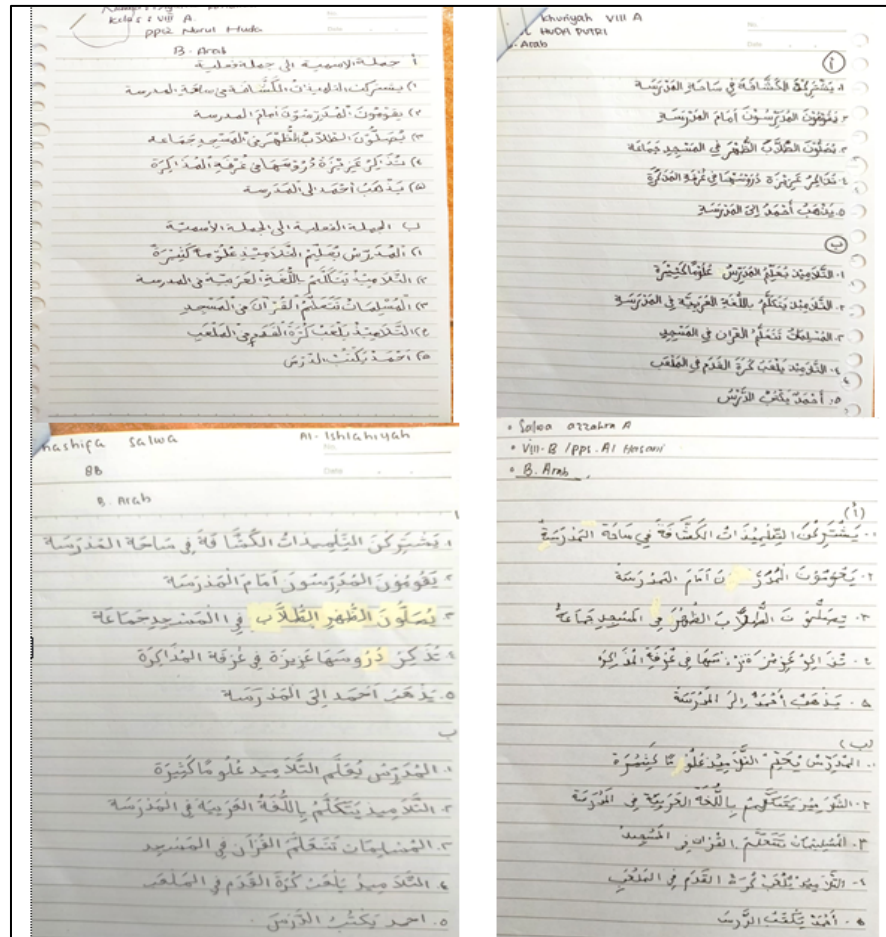
After receiving the materials and worksheets, the students at the Islamic boarding school prepare to study independently, starting with praying, reading the learning objectives, and understanding the steps that must be taken. And they begin to understand things that are not being understood, and they will ask help from friends or seniors. And among them, some will also refer those who refer back to books that have been studied in Islamic boarding schools, such as "*Al-Jarumiyah*." Half an hour running, the students started doing the exercises, namely writing the correct sentences with the pattern *Ismiyah* and *Fi'liyah* as examples that have been studied.

The data above shows that learning Arabic for writing skills is carried out outside the madrasa without direct guidance from an Arabic teacher, but students are able to follow the learning steps that have been written in the lesson plan. The students practice this process with great enthusiasm and joy. This is called distance learning with a programmed semi-independent learning model. As Abdul Rahman Abdul Salam^{xv} had mentioned, one of the self-education models is a programmed semi-independent learning model, where individuals (students) interact with the program to reach a higher level of learning. Students learn by relying on themselves and lesson plans programmed with their conditions during the Covid-19 pandemic. And among the learning media used in learning Arabic with programmed semi-self-learning models are material sheets and exercise sheets with *Ismiyah* and *Fi'liyah* sentence patterns.

4. Learning Evaluation

Learning outcomes with a strengthening of writing skills can be seen in the following table:

Table: 3 about the results of writing skills training with Ismiyah and Fi'liyah sentence patterns:



The data above is the result of an exercise sheet for writing skills with a programmed semi-self-study model during the COVID-19 pandemic by following the existing learning plan. It also shows that students practice writing after observing and understanding the material through semi-self-directed learning programmed outside the madrasa. Learning takes place at the Nurul Huda Perempuan Islamic Boarding School, Nurul Huda Al-Qur'an Islamic Boarding School, Al Hasani Islamic Boarding School, and Al Islah Islamic Boarding School. It was also explained that the students in writing practice had followed the example with *Ismiyah* and *Fi'liyah* sentence structures. There is no doubt that these exercises are very helpful for students in getting used to writing correct sentences.

The use of the above forms of exercises as a suggestion to practice writing is by following suitable level of under the age comprehension level of the learner, which requires direct or indirect direction and guidance in practicing writing sentences. The form of the exercises presented is "transformation of sentences" by giving students sentences and then asking them to change them into negative, affirmative, interrogative, declarative, or exclamation, to imperative, active, or passive. The students have done good pattern exercises in this lesson, as shown in the table above.

D. CONCLUSION

The learning process with the "programmed semi-self-study" model during the Covid-19 outbreak was carried out first as planning learning in the form of programmed semi-self-study, and the steps that students must follow. Secondly, developing materials according to the formulated objectives. Third, develop writing practice materials to find out how far the progress of students in writing skills after learning. Fourth, distribute lesson plans, materials, and instructions to students at Islamic boarding schools around the school. Fifth, asking students to observe and understand the materials. Sixth, writing exercises are then collected by officers and brought back to school. Seventh, the teacher checks the results of the exercises.

The models' advantages are that it is easy to apply outside the school perimeter, does not take a long time to prepare, and does not require an electric current. On the other hand, the drawbacks are that it is only suitable for intelligent and skilled students and takes a long time for ordinary students. This study provides an optional model for distance teaching Arabic without internet, especially during the Covid-19 epidemic.

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