

Research Article

Arabic Language Learning During the Covid-19 Pandemic at Public Universities and Islamic Universities in Indonesia

Mohammad Ahsanuddin^{*1}, Ali Ma'sum¹, Ahmad Munjin Nasih¹, Laily Maziyah¹, Hanik Mahliatussikah¹, Mamluatul Hasanah², Nur Hasan³ and Ahmad Fatoni⁴

¹Universitas Negeri Malang, Indonesia

²Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

³Universitas Islam Malang, Indonesia

⁴Universitas Muhammadiyah Malang, Indonesia

*Corresponding Author

Mohammad Ahsanuddin

Article History

Received: 10.12.2021

Accepted: 20.12.2021

Published: 31.12.2021

Citations:

Mohammad Ahsanuddin, Ali Ma'sum, Ahmad Munjin Nasih, Laily Maziyah, Hanik Mahliatussikah, Mamluatul Hasanah, Nur Hasan & Ahmad Fatoni. (2021); Arabic Language Learning During the Covid-19 Pandemic at Public Universities and Islamic Universities in Indonesia. *Hmlyan Jr Edu Lte*, 2(6) 68-73.

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DOI: 10.47310/Hjel.2021.v02i06.012

Abstract: The purpose of this study is to describe the policy and implementation of online Arabic learning, to describe the obstacles faced in the implementation of online Arabic learning at UM, Maulana Malik Ibrahim UIN, Unisma, and UMM, and to describe the solutions. which was carried out to overcome the obstacles faced in the implementation of online Arabic learning at the four campus. By the research objectives, this study used a descriptive qualitative approach. The population in this study is categorized into two, namely the institutional population (non-human) and the human population (respondents or informants) (Umar, 1983 and Emzir, 2008). The population of the institution is the Arabic language education study program at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM. As for the human population (respondents or informants), namely the study program leaders and study program lecturers. This research was conducted from March to November 2020. The results showed that the policy and implementation of online Arabic learning were with a circular letter from each university rector due to the covid-19 pandemic. The obstacles faced in the implementation of online Arabic learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM were caused by the supporting facilities, lecturers, and students. The solution to overcome the obstacles faced in the implementation of online Arabic learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM is to allow study program lecturers to use other e-learning programs, besides PT e-learning, to provide facilities from study programs to lecturers to increasing the capacity of the internet network, proposing additional internet network capacity to universities, conducting training on on-line learning, providing assistance for lecturers who need it, conducting training on on-line learning, and providing supporting facilities for on-line learning.

Keywords: Arabic Language, covid-19, teaching, learning.

INTRODUCTION

The Covid-19 outbreak has had a huge impact on health (Bacher-Hicks *et al.*, 2021), politics (Bellato *et al.*, 2020), and education (Dhawan, 2020) worldwide, including in Indonesia. The effect the pandemic has on education is on the teaching and learning process. There has been a shift in learning processes where teachers and students conduct face-to-face communication and use communication media such as computers, the internet, and so on. Online learning is increasingly popular today. It combines face-to-face learning in class with online learning (Abulibdeh & Syed Hassan, 2011; De Smet *et al.*, 2016a; Dhawan, 2020; Hussein *et al.*, 2020; Martin & Parker, 2014; Sofia, 2015). This learning model allows students to study online while still socializing with classmates, listening to lectures, and participating in discussions.

Online learning is generally defined as learning using computer-based media and a network. Online learning is also known as electronic learning/e-Learning, internet-enabled learning, virtual learning, or web-based learning (Bouchard *et al.*, 2016; Hoi *et al.*, 2018, 2015). One of the courses that implement this online learning is Arabic language learning.

There are four universities in Malang City that have Arabic Language Education Study Program, namely Universitas Negeri Malang (UM), Maulana Malik Ibrahim Malang (UIN), Universitas Islam Malang (Unisma), and Universitas Muhammadiyah Malang (UMM). Data from interviews with the head of the department of each campus confirmed that some lecturers had implemented online Arabic language learning in the teaching and learning processes.

Ainin (Ainin *et al.*, 2020) confirms that UM has had a Learning Management System (LMS) by using Moodle Platform since 2008. Moodle is a name for a web-based application program used for learning management. This application allows students to enter digital classrooms to access learning materials (Cavus & Alhih, 2014; De Smet *et al.*, 2016b; Dias & Diniz, 2014). By using Moodle, lecturers can create learning materials, quizzes, electronic journals, and others. In addition, with the Moodle platform, learning can be carried out with a distance learning system that is not limited by space and time because educators (lecturers) can provide lecture materials from anywhere, and students can take lessons from anywhere (Bovermann *et al.*, 2018; Herayanti *et al.*, 2015; Morales, 2020; Zacarias *et al.*, 2016). In addition to considering flexibility, psycho-socio-culturally, the digital world in this millennial era is an inseparable part of students' lives. Students are very familiar with and enjoy accessing information via the internet (Ainin *et al.*, 2020; Chung, 2020; Kim, 2020).

Based on the explanation above, the general objective of this research is to describe the implementation of online Arabic language learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM. The specific objectives are (1) to describe online Arabic language teaching materials, (2) to describe structured assignments and feedback on online Arabic language learning, and (3) to describe online Arabic language tests.

This research is expected to provide theoretical and practical benefits. Theoretically, this research provides new scientific information about the model and effectiveness of the online Arabic learning system. In addition, the results of this research can be used as material for verification of previous findings. Practically, this research is expected to be useful for (a) making teaching materials, structured assignments, tests, and online-based scoring, (b) reducing student weariness from the lecture system or face-to-face learning, (c) making an effective and efficient lecture system that demands many materials within a very limited number of face-to-face hours, and (d) realizing independent learning for students.

Independent Learning

Independent learning is a learning process in which each individual can take the initiative, with or without

the help of others, in determining their learning activities—for example, formulating learning objectives, learning resources, diagnosing learning needs, and controlling the learning process independently (Sundayana, 2018). Independent learning can help students become skilled at solving problems in a timely and appropriate time. With an independent learning process, a student can become a smart learner (Fadlilah, 2018; Inah *et al.*, 2017) and gain meaningful learning experiences (Agustin *et al.*, 2016). Individuals are said to be independent if they have the following characteristics: being confident, being able to work alone, mastering expertise and skills that are in accordance with their work, respecting time, being responsible, having a competitive desire to advance, and being able to make decisions (Mulyaningsih, 2014; Suid *et al.*, 2017).

Independent learning can provide some advantages. Besides creating independent and responsible students (Fadlilah, 2018), independent learning can help students explore more capacities within themselves (Dewi, 2010). Other advantages include: students get learning satisfaction by completing tasks, gain experience and skills in completing their assignments, and achieve final and educational goals to become teachers for themselves (Fadlilah, 2018). In the end, students are more active and flexible in determining what they want in achieving learning objectives.

According to Song & Hill (Song & Hill, 2007), independent learning has three stages: planning, monitoring, and evaluating. This stage begins with students planning activities for learning, planning the desired learning components, determining the learning targets to be achieved, and then observing their learning process (Albaar *et al.*, 2015).

Arabic Language Learning

The Arabic language is a scientific discipline that consists of various main skill aspects. The main skill aspects include listening skill (*Mahârah al-Istimâ'*), speaking skill (*Mahârah al-Kalâm*), reading skill (*maharat al-qiraah*), and writing skill (*Mahârah al-Kitabah*) (Al-Khuli, tt: 19-20). These four skills are sequential and interrelated language skills. People who learn Arabic will easily master Arabic if they start by practicing these skills sequentially, starting from listening, speaking, and so on. Likewise, they will find it difficult to have good Arabic language skills if they learn without respecting the systematic skills that must be mastered (Al-Fakihi, tt: 3).

Electronic Learning (E-Learning)

E-learning is an internet application that can connect educators and students in an online learning classroom. E-learning was created to overcome the limitations between educators and students, especially in terms of time and space. With e-learning, the teaching and learning process can be effective and accelerated—it

helps all lecture materials be delivered according to the semester lecture plan and allocated time. With this e-learning-based teaching material, students can take lessons in fun ways and not feel bored (the materials are delivered verbally) (Shaw *et al.*, 2019).

Online learning allows participants to immobilize time and space (Cole, 2001); however, learning materials must be well designed to engage students and promote learning. Delivery methods allow for flexibility of access from anywhere and usually at any time, but learning must use good instructional design principles. According to Cole (Rossett *et al.*, 2002), online learning has a lot of potentials, but it takes commitment and resources and has to be done right. Doing it correctly means that online learning materials must be designed properly, with learners and learning in focus and adequate support. Ring and Mathieux (2002) suggest that online learning should have high authenticity (such as students should learn in a workplace context), high interactivity, and high collaboration.

Research related to the effectiveness of information technology on learning outcomes shows that the use of Information and Communication Technologies (ICT) indeed affects learning outcomes. Dwi and Sentot (Dwi *et al.*, 2013) confirmed that the conceptual understanding and problem-solving ability of the students taught using the ICT-based PBL strategy were significantly higher than the group of students who were only taught by the PBL strategy. Hanum (Hanum, 2013) also showed that the implementation of e-learning as a learning medium at SMK Telkom Sandhy Putra Purwokerto was quite effective with a rate of 77.27%. Hassaskah (Hassaskah *et al.*, 2014) showed that the reading ability of Iranian students to understand text in the form of paper texts was higher than through digital medium. However, they emphasize that computer technology, as a digital medium for students, especially for English Foreign Language (EFL) students, is very important, including those who access the latest information.

RESEARCH METHOD

This research used a descriptive-qualitative approach (Ainin, 2010; Moleong, 1992). Population in this research was categorized into two: the institutional population (non-human) and the human population (respondents or informants) (Emzir, 2008; Umar, 1983). The institutional population consisted of the Arabic language education study program at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM. The human population (respondents or informants) consisted of the head and lecturers of the study program. This research was conducted from March to November 2020.

The research data referred to the research objectives: the implementation of online Arabic language learning in the Arabic language education study program at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM. The data sources were the head and lecturers of the study program.

The research instruments were interviews and questionnaires. The data collection procedure was as follows: (1) conducting interviews with data sources, and (2) distributing questionnaires to data sources, and collecting the questionnaires after the questionnaires were completed. Meanwhile, data analysis was carried out using the following steps: (1) data collection, (2) data identification, (3) data tabulation, (4) data classification, (5) data quantification and interpretation, and (6) data description (Arikunto, 2006). Checking the validity of the data in this research was conducted by using four criteria, namely: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability (Sujarweni, 2014).

RESULTS AND DISCUSSION

Policies and Implementation of Online Arabic Language Learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM

The pandemic has resulted in online Arabic language learning at UM, UIN Maulana Malik Ibrahim Malang, Unisma, and Universitas Muhammadiyah Malang following the policies issued in each institution.

The Rector of UM issued an online learning policy through circular letter Number 8.6.35/UN32/TU/2020 regarding Campus Activities in Universitas Negeri Malang during the Covid-19 Pandemic. In the circular letter, the Rector of UM mentions that all learning processes should be carried out online.

Not much different from UM, the Rector of UIN Maulana Malik Ibrahim Malang also made a policy related to this online learning. This statement was contained in circular letter number 1502 of 2020 concerning changes to the extension of the campus sterilization period and adjustments to the performance system to prevent the spread of Corona Virus Disease 2019 (Covid-19) in UIN Maulana Malik Ibrahim Malang. The letter mentions that the lecture processes should be entirely done online until the end of 2019/2020 even semester.

Universitas Islam Malang (Unisma), in dealing with the spread of the pandemic, also made circulars related to its learning process. The Circular Letter of the Rector No. 181/K33/U.KAK/L25/III/2020 regarding student activities in preventing the spread of the Covid-19 pandemic states that learning processes should be carried out online.

Meanwhile, the Rector of Universitas Muhammadiyah Malang also made a policy related to online learning by issuing a call for lecture activities during the Covid-19 monitoring period.

The president's instructions guided the Rector's policy to carry out online learning. This policy must be taken immediately because the virus can spread quickly (Helou, 2020).

Obstacles in the Implementation of Online Arabic Language Learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM

The results of the questionnaire distributed to all Arabic language lecturers at UM, UIN Maulana Malik Ibrahim Malang, Unisma, dan UMM revealed that the obstacles in the implementation of online Arabic learning were supporting facilities and infrastructure (64.7%), varied student's abilities (76.5%), slightly decreased student motivation (5.9%), and internet network (11.8%).

The detailed explanation is as follows. The problems related to supporting facilities and infrastructure were the Learning Management System (LMS) (23.5%), internet network capacity (94.1%), students' expense to buy credit or internet data (5.9%), hardware capacity (5.9%), and less supportive data providers (5.9%).

The obstacle faced by lecturers in online Arabic language learning processes was caused by the ability of the lecturers to compile e-learning teaching materials. The obstacles faced by students were related to the varied students' ability to prepare e-learning learning support devices (70.6%) and the varied availability of student internet access (some were good, some were bad) (58.8%).

Solutions Proposed to Overcome the Obstacles in the Implementation of Online Arabic Language Learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM

The study program has taken some solutions to overcome the obstacles in the implementation of online learning. If the program is hosted by the university e-learning program and it is not optimal, the study program allowed lecturers to use other e-learning programs, in addition to university e-learning, for example, by using google classroom and Edmodo

Meanwhile, if the obstacles are caused by the inadequate capacity of the internet network, the study program has proposed additional internet network capacity to universities and provided additional facilities to lecturers to increase internet network capacity.

The study program has also held training on online learning, assisted lecturers, conducted periodic tutorial

socialization, and provided staff to assist lecturers in solving problems related to lecturer capacity in using e-learning.

The study program helps students tackle the problem in using e-learning by conducting training on online learning, providing supporting facilities for online learning, communicating via WhatsApp groups for classes on obstacles they encounter to find the solutions.

CONCLUSIONS

- Policies and implementation of online Arabic language learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM were based on circular letters from each university rector due to the Covid-19 pandemic.
- The obstacles in the implementation of online Arabic language learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM were caused by the supporting facilities, lecturers, and students.
- The solutions to overcome the obstacles in the implementation of online Arabic language learning at UM, UIN Maulana Malik Ibrahim, Unisma, and UMM were: allowing lecturers to use other e-learning programs besides the one the university provides, providing facilities by to lecturers to add internet network capacity, proposing additional internet network capacity to universities, conducting training on online learning, providing assistance for lecturers, conducting training on online learning, and providing supporting facilities for online learning.

Suggestions

Based on the research results, the suggestions given are as follows: (a) The Department of Arabic Literature should make policies that persuade lecturers to develop an online Arabic language learning system, (b) the Faculty of Literature is recommended to provide facilities and assistance to lecturers in the implementation of the online learning process, and (c) further studies are suggested to continue this research by studying the similarities and differences in offline and online Arabic language learning.

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