



## E-Learning: An Implementation for Arabic Learning During the Covid-19 Pandemic

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### Abstract:

Arabic learning must be dynamic following the challenges of the times. The incompatibility between planning and implementing Arabic learning caused by the COVID-19 pandemic has made Arabic learning nonoptimal. This research is oriented to describe E-learning implementation for Arabic learning during the Covid-19 pandemic. This research is library research using a qualitative approach with a descriptive analysis method. The data collection technique in this study was carried out by exploring reference books and journals. The analysis technique uses an interactive data analysis model, carried out through data collection, data reduction, data explanation, and conclusions. Based on the results and discussion, it can be concluded that the use of e-learning in learning Arabic during the pandemic can be carried out following the learning implementation plan that has been prepared. It is because e-learning has features that teachers need in four Arabic language skills, namely: listening skills, speaking skills, reading skills, and writing skills.

### Keywords:

Arabic Learning; E-learning; Learning Media

## INTRODUCTION

Language is a tool to convey thoughts and feelings to others (Mubarak, 2011). Language is an activity related to all human life fields, both in the economic, business, legal, social, and educational fields. With language, someone can convey ideas, ideas, feelings, and information to others, both orally and in writing (Mansyur, 2016). It is in line with the idea that language is a communication tool between humans.

Arabic learning in Indonesia is intended to achieve two objectives. First, as a tool to explore Islam's teachings, such as in madrassas, Islamic boarding schools, and Islamic tertiary institutions. Second, produce Arabic language experts who can use Arabic actively as a communication tool in various needs (Izzan, 2011).

Muradi stressed that the aim of Arabic learning was directed at three things. They were first mastering Arabic elements, namely: good aspects, expressions, and structures. Second, the use of Arabic as a means of communication. Third, an understanding of Arab culture in the form of thoughts, customs, values, and art (Muradi, 2013). In education, especially Arabic learning is packaged into four aspects of attachment, namely listening, speaking, reading, and writing skills.

The learning process has an essential role in improving the quality of education so that the learning that is held can bring meaningfulness and benefit to the learner. It is expected to create a learning atmosphere that can stimulate students' ability to explore and explore their potential optimally with creativity, innovation, and fun (Hardiyana, 2016).

Various challenges and problems accompany the implementation of learning which is the main activity in education. Not infrequently, the problems that are happening are never getting the right solution. The learning process should develop along with the challenges and problems faced by humans. The learning process must be fostered with various new information and knowledge to grow and develop dynamically (Muslih, 2012).

As of early March 2020, Indonesia is facing a covid-19 global pandemic problem. This problem targets all aspects of life, whether economic, political, social, or educational. The Ministry of Education and Culture quickly responds and issues UU No. 4 of 2020 regarding the Implementation of Education Policy in the Emergency Period of the Spread of Coronavirus Disease (Covid19), one of which is written that the learning process is must be carried out online. It requires the teacher to rack his brain so that the learning process remains in line with the planned plan. Arabic teachers must have at least three skills in teaching-learning material, namely: (1) Mastery of Arabic, (2) knowledge of Arabic and its culture, (3) Arabic teaching skills (Rosyadi, 2020).

One of the obstacles in Arabic learning is planning and implementation (Istiqomah & Mahliatussikah, 2019). In connection with the current pandemic, it implements the learning process not as planned. On the other hand, the teacher must be clever in choosing the learning methods and media. Munir (2008) asserted that the development of science and technology, especially technology, significantly influences the learning process's effectiveness and efficiency.

Technology-based learning conveys information or knowledge and conditions students to learn (Sudarsana, 2018). With the Covid-19 (Corona Virus Disease 2019) outbreak, teaching and learning activities that previously used the face-to-face method become online because there is a fear of virus transmission. This situation causes less than optimal learning outcomes (Hasan, 2020). This situation forces all parties involved directly or indirectly in learning to familiarize themselves with the transition of the education system that leads to global technological developments (Pimada & Amrullah, 2020). We are starting from the understanding that the learning process must be dynamic under the challenges and

problems faced, requiring teachers to be good at using media and continue to carry out the learning process optimally, especially in distance learning caused by the COVID-19 pandemic. This study aims to describe and offer the use of e-media. -learning in optimizing Arabic language learning during the Covid-19 pandemic.

## **METHOD**

This research is library research using a qualitative approach with a descriptive analysis method. Descriptive research aims to gather information about specific conditions without making changes or controlling the topic under study. This study's data collection technique was carried out by exploring reference books and equipped with the latest published data available in open access journals. Twenty-three pieces of literature discuss the use of e-learning. The analysis technique uses an interactive data analysis model, carried out through data collection, data reduction, data explanation, and concluding.

This analysis technique is used to get a comprehensive picture of e-learning in the Arabic language learning process. Simultaneously, the analysis technique uses an interactive data analysis model developed by Miles et al. (2014), namely: data collection, data reduction, data explanation, and conclusions. These steps can be described as follows, the selection process, focusing on simplification, abstracting, and explaining between aspects comprehensively and concluding.

## **RESULTS AND DISCUSSION**

### **Arabic Learning**

Learning is a take and gives process between teachers and students. Understanding learning in English has similarities with the terms Learning, teaching, and instruction. The term learning is defined as a process and effort implemented by the teacher/educator to actualize students learning material (Ma'arif, 2017). In Greek, learning is as meaningful as the word instructions or interfere and has similarities with instruction (in English) to convey thoughts (Rasyad, 2003). Hamalik defines learning as a combination of people, materials, facilities, and procedures that are arranged systematically (Hamalik, 2003).

The learning term today is more familiar than the learning and teaching. Learning refers to the active interaction of teachers and students. Whereas learning and teaching still can not center/teacher being the main actor (Djalal, 2017). Understanding learning has five principles, namely: first, learning as an effort to obtain behavior change. This principle means

that learning output is a change in behavior in a person. Second, changes in a person's behavior include cognitive, affective, and psychomotor aspects. Third, learning is a process. That means that learning is not something static but rather a series of systematic and dynamic activities. Fourth, the learning process occurs because there are encouragement and goals to be achieved. Fifth, learning is an experience, which means that learning is a form of interaction between students and their environment (Khalilullah, 2011).

Arabic is one language that has many speakers, which is around 280 million speakers. Arabic is a Middle Semitic language and is related to Hebrew and Neo Arami languages. Arabic is included in the Semitic family, but the Semitic family has disappeared, and only Arabic is left (Mubarak, 2011). The urgency of Arabic learning for students, including Arabic, has built scientific traditions among Muslims. Historically it can be proven through the works of Islamic scientists in various fields; in the fields of interpretation, *ḥadīṣ*, *fiqh*, *'aqīdah*, and the fields of other Islamic sciences, written in Arabic (Rosyadi, 2020).

There are three competencies to be achieved in learning Arabic: first, linguistic competence, that is, the learner must understand Arabic pronunciation, recognize the structure of language, grammatically basic aspects of the theory and function, and knowing Arabic vocabulary. Second, communication competence means that the learner can use Arabic automatically to express ideas and experiences smoothly and absorb those who have been mastered from the language quickly. Third, cultural competence intends to understand what is contained in Arabic from the cultural aspect of expressing its speakers' thoughts, values, customs, ethics, and art.

Generally, Arabic learning aims to equip students to read and write in Arabic to understand the history and the future and learn from previous generations. In general, the goal is to provide students to master four language skills, namely: listening, speaking, reading, and writing (Rohman, 2014). In the learning process, Arabic is divided into four skills, namely: listening skills, speaking skills, reading skills, and writing skills. Listening skills can accept and understand what others are saying (Kosbandhono, 2015). Students' receptive abilities are seen in terms of understanding Arabic reading or listening to Arabic dialogue. At the same time, students' productive skills are seen from students' ability to speak Arabic verbally and in writing (Raswan, 2018).

listening skills mean the ability to hear sounds and utterances correctly and adequately. Speaking skills can say articulation sounds or words to express thoughts in ideas,

opinions, desires, or feelings to others (Rosyidi & Ni'mah, 2018). Speaking skills are the most important skills in language activities because these skills are part of productive abilities. Writing skills can produce graphic symbols composed of words and form a sentence (Muhamad et al., 2013). Reading skills can recognize and understand the meaning written by digesting it in the heart (Indraswari, 2014). Reading skills are defined as recognizing, interpreting, understanding, and assessing ideas symbolized by writing (Sudiarti, 2015). Writing skills can communicate without the support of sound, tone, expression but with written symbols (Kuraedah, 2015).

### **E-Learning as A Learning Media**

The word media has means intermediary or introduction. The word "media" comes from the Latin *medius*. In Arabic, the media is the intermediary or introduction of the message from the sender to the message's recipient. According to Hamidjojo, the media are all forms of intermediaries used by people to spread ideas to reach the recipient. Media is one component of learning as a tool used by teachers to deliver learning material (Hidayat, 2019). Learning media is used to distribute teaching materials to stimulate thoughts and feelings to achieve learning goals. In the learning process, the media has an important function. In general, the media functions as a messenger.

In addition to these functions, media use in the learning process can arouse interest, motivation, and stimulation. The use of media can also help students improve understanding and present material/data interestingly, making it easier to interpret data and condense information. The primary function of learning media is as a teaching aid that also influences the climate, conditions, and learning environment arranged and created by the teacher.

Media is a source of learning, so it can be broadly interpreted as humans, objects, or events that enable students to acquire knowledge and skills. Media in the narrow sense means the material component and the tool component in the learning system. The broad sense of the media means maximizing all system components and learning resources above to achieve specific learning goals.

E-Learning is one of the learning tools that can facilitate teacher performance in teaching. If this media is well packaged, e-learning is not only limited to learning media but can also be a medium for information, entertainment, and education (Wijoyo, 2016). E-Learning is all forms of learning and teaching supported electronically, which are procedural and aim to influence knowledge by referring to students' experiences, practices, and

knowledge. Information and communication technology systems, whether networked or not, function as special media to implement the learning process (Tavangarian et al., 2004). E-learning is an electronic web-based media that can be applied to devices connected to local and global networks such as computers and cellphones. E-learning is a form of information technology applied in the education system in the virtual world of schools. E-learning is an electronic web used in educational activities using computers and the Internet (Wardoyo, 2016).

E-learning is part of learning media that can be used in the learning process. The use of e-learning can make it easier for teachers to manage to learn and deliver material to students. There are two patterns in the use of e-learning media in learning; first, learning media in the classroom. The use of media in this pattern is integrated with other learning components in a class. Second, the use of media in learning outside the classroom. The use of media in this pattern is divided into two main groups: free use and controlled use (Sadiman et al., 1993). These patterns make it easier for teachers to carry out direct learning activities both indoors and outdoors. That can be optimized by paying attention to students' development characteristics according to the plans that have been made. Thus E-learning enables students to exchange and practice Arabic learning through text, audio, and audiovisual channels. Interaction here refers to student and computer interactions and interactions between students and students and educators. At the same time, well-designed student-computer interaction allows for faster language feedback.

### **The Use of E-Learning in Learning Arabic during the Covid Pandemic 19**

Learning is a series of activities designed to enable a person to get new information, insights, and knowledge (Sa'ud, 2010). In this case, learning leads to harmonious interactions between educators and students. The learning environment is also crucial in the learning process. Therefore this activity can provide benefits in the process of communication and interaction of students. Based on the background of the problem, at the time of the COVID-19 pandemic, there was a mismatch between the learning plan and its implementation. This section is in the process of learning Arabic, which is less than optimal in progress. Here, the teacher's ability to use media is essential in optimizing the learning process.

The development of internet technology that is very rapid and targeting the entire world has been used by various countries, institutions, and experts for various interests, including in learning. Various efforts to improve the quality of learning continue to be

pursued. The resulting software allows learning developers to work with material experts to package electronic learning materials (2008). Arabic is one of the subjects that require the teacher's ability to teach. Significantly, the teacher's ability to utilize learning media in all situations to create a comfortable and pleasant atmosphere can attract interest and enable students to take lessons, both independently and in groups (Hakim, 2017). E-learning can make it possible for educators to organize a more effective learning process. Students can participate in a discussion forum, where this pandemic period requires no meetings (Iswanto, 2017).

Ruslan, as quoted by Rosyadi (2020), argues that the purpose of using learning technology is as follows: "Educational systems to provide educational or training programs to learners or trainees anytime and anywhere using interactive information and communication technologies such as the Internet, radio, local or satellite channels for television, CD, television, e-mail, computers, teleconferencing. To provide a simultaneous or asynchronous multi-source interactive learning environment in the classroom without committing to a specific location based on independent learning and interactions between students and teachers."

Along with advances in information and communication technology and the occurrence of a pandemic, Arabic language teachers are required to develop effective and efficient Arabic learning models to preserve the quality of learning optimally. Although e-learning will not replace more traditional learning formats in the classroom, teachers must realize that e-learning can optimize learning. Therefore, it must be articulated well in the rest of the curriculum (Blake & Shiri, 2012). As explained above, Arabic learning is packed into four skills. In this section, the author describes the role of e-learning in optimizing Arabic learning.

Generally, there are several reasons for using e-learning during the pandemic to optimize the Arabic learning process, namely, (1) learning can be started quickly and displayed in one learning session. That makes learning Arabic easy to run in just a few weeks. (2) Students can determine their learning speed. Then it can save time because students do not need to travel to class. (3) Students can choose to study specific and relevant areas of Arabic learning material without focusing on each area. For example, they can pass specific material to focus on learning other material first. (4) The formation of a learning community that interacts with one another gives and receives unlimited in one location.

Specifically, e-learning can be implemented in four Arabic language skills. In listening skills, Fathi Ali Yunus, as quoted by Khalilullah (2011), states that listening skills (*mahārah istimā'*) can be divided into four, namely: (1) Understanding of global meaning, (2) interpretation of sentences that are heard, (3) analysis of sentences that are heard and (4) understand in detail what is heard. Generally, in conventional classrooms, teachers use listening skills by pronouncing the material, then students listen, interpret, and understand. In this pandemic, *mahārah istimā'* learning can be done using audio or audiovisual media.

Speaking skills are divided into two levels, namely (1) speech and (2) speaking. "Speech" is a sound that does not require much thought and appreciation. Speech forms can be like repeating what a teacher says or reading with paper. While "speaking" is a skill that requires two parties, namely the speaker and listener. Thus, speaking skills must involve thoughts, feelings, and listening so that the conversation takes place both ways (Khalilullah, 2011). Haron argues that the factors that contribute to student learning in speaking skills are caused by (1) lack of practice, (2) lack of vocabulary (*mufradāt*), (2) less supportive environment, (3) low self-confidence, (4) no partner to communicate (Haron et al., 2016). Speaking skills can be obtained by habituation (Hendri, 2017). The habituation itself is a form of implementing repeated exercises in e-learning programs in which strategies in learning. E-learning allows students to repeat the learning material to be learned many times.

Reading skills are interpreted as the ability to interpret and understand written symbols. This reading activity requires the mind's involvement to understand the purpose of the symbol/writing provider. There is a need for written teaching materials to practice reading skills during the pandemic era. E-learning can provide the facilities needed by students. E-learning exists as a medium that can meet the needs and foster student enthusiasm (Wijoyo, 2016). The author considers that e-learning can optimize the process of learning Arabic, especially on reading skills.

Writing skills are the ability to express thoughts with written symbols arranged into sentences. At least three components are incorporated in writing skills: (1) Mastery of written language, vocabulary, sentence structure, paragraphs, and spelling. (2) Mastery of the contents of the writing following the topic of the discussion. (3) Mastery of the types of writing. Learning Arabic skills includes at least three components. About e-learning, Arabic learning on writing skills can be displayed online. The teacher uploads the learning material



that is being studied, then students download and study it. E-learning also facilitates exercises to improve students' writing abilities.

The activities of teachers and students when using e-learning in optimizing Arabic learning when in a pandemic emergency. E-learning itself presents various facilities for teachers and students when using e-learning. A teacher will get the ease of distributing material when unable to be present when learning occurs, while students will get the ease of getting material as they learn in class. A lecturer will be assisted in conveying the instructions to be given, while students find it easy to get direction from the teacher. Students who do not understand the learning material can re-explore the material available in the e-learning system. The teacher can easily provide information to students quickly and thoroughly.

From this, it can be seen that the e-learning system also provides a positive response to its use because it provides adequate time savings in information dissemination. Students have the ease of getting assignment information clearly according to the teacher's instructions so that students will not have difficulty working on the given assignment. Students also do not need to meet their teacher to collect assignments because anytime and anywhere, a student can collect assignments by uploading assignments directly from the e-learning system. Another convenience that students obtain in using the e-learning system is to use the message feature to send messages to the teacher to ask questions about learning.

## **CONCLUSION**

E-learning is all forms of internet-based learning media. Media is one component of communication, namely as an intermediary for delivering messages from one person to another. The use of e-learning in learning Arabic during a pandemic can be carried out according to the plan that has been made. E-learning has features that teachers need to learn four Arabic language skills: listening skills, speaking skills, reading skills, and writing skills. Several reasons for using e-learning during the pandemic to optimize the Arabic learning process, namely, (1) learning can be started quickly and displayed in one learning session. This makes learning Arabic easy to run in just a few weeks. (2) Students can determine their own learning speed. Then it can save time because students do not need to travel to class. (3) Students can choose to study specific and relevant areas of Arabic learning material without focusing on each area. For example, they can pass specific material to focus on learning other material first. (4) The formation of a learning community that interacts with one another gives and receives unlimited in one location.

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