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Participant's Perspective on Arabic for Tourism Learning during the Covid-19 Pandemic

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ABSTRACT

The Covid-19 pandemic since 2019 has changed every aspect of online activities, including learning and tourism. The impact of the pandemic was felt directly in tourism Arabic learning as field observations are usually carried out, but the pandemic forced the closure of tourism. This study aims to obtain the perception of tourism Arabic learners during the COVID-19 pandemic and also found a description of the characteristics of learning during the pandemic. This study used an interview approach to obtain data, participants were students who were taking tourism Arabic lectures. The interview construct indicators were arranged with two themes, namely the adaptation of learners to online learning, the strategies of students doing assignments. The data is taken through whatssApp and google meet platforms, the analysis focuses on the answers from the compiled variable themes and the answers are analyzed by listening to the answers repeatedly. The results of the study show that there is an important role from the internal and external aspects of students in carrying out learning during the pandemic, this role is given by the environment, namely the condition of the family at home and their environment, lecturers, and also the concept of tasks and learning outcomes given by the lecturer.

ARTICLE INFO

1. INTRODUCTION

The importance of Arabic as an international language has received international attention, Arabic is one of the official languages of the United Nations and is the language spoken by hundreds of millions of people around the world. In his research stated that in addition to religion and communication purposes, Arabic also has an important role in the economy and tourism. Such as mutual benefit, the tourism industry develops influenced by religious activities such as worship in mosques, spiritual centers, Islamic boarding schools, exhibitions, and locally. this is evident in the tradition where millions of Muslims visit many holy places (Luz, 2020). With Arabic as its language, and Islam in its essence and history, it is known for its unique characteristics (Jamous & Chik, 2012). Che Mat (Che Mat et al., 2009) said, that existence in Arabic can affect many things. Among them are: First, state policy; second, tourists; third, tourist attractions; fourth, hotels and accommodations; fifth, local Arabic. In this case, problems arise, problems also occur in the translation of written materials such as brochures and signage. Then furthermore, the development of the Arabic language became specific to tourism.

Research on language learning has been explored. As in English, curriculum and innovation are carried out in the direction of the needs of the tourism sector (Al-Tarawneh & Osam, 2019). Arabic for Tourism Purpose was developed in a Malaysian school for students at MARA Poly-Tech College (KPTM), in his findings emphasizes that the direction of learning Arabic for Specific Purposes is carried out according to the learner's specialization, and for students with a tourism specialization, Arabic can be developed into Arabic for Tourism Purpose (Abdul Ghani et al., 2019). Thus, Arabic has become a subject that is not only taught in Madrasah schools, but in public schools (Che Mat et al., 2009). Refers to Cook (Cook, 2017) in his paper that the United Arab Emirates (UAE) strengthens this condition with the existence of The Arabic Language Charter which affirms that Arabic is an academic and scientific language. Therefore, the content of the curriculum at the university level should not only include course offerings that will empower Arabic language graduates for self-employment or teaching but also include course offerings in linguistics and language pedagogy as well as other aspects of the objective (Sirajudeen & Adebisi, 2012).

Marketing strategies and the development of communication languages are important for several countries in Asia, Africa and the Middle East that are facing other international challenges (Al-Muftah et al., 2018). Today, the emergence of the Novel Coronavirus (COVID-19) global pandemic has had a negative impact on various aspects of the international economy, including the tourism industry sector (Sobaih et al., 2021). This fact also has an impact on the continuity of language learning, including Arabic. The pandemic forced a situation where schools were forced to close and learning was shifted to online learning. Learning activities have changed starting from face-to-face learning to distance learning, all forms of learning models and strategies are carried out online (Surahman et al., 2020). Not to mention that this situation experienced various obstacles and advantages, Hidayat explained that the National Joint Committee on Learning Disabilities (NJCLD) stipulates "Barriers to Learning Development" is a general term relating to barriers in heterogeneous groups who really have difficulty understanding and using listening, speaking, reading, writing, thinking or math skills (Anugrahana, 2020).

Specifically, this study emphasizes exploring student perceptions as learners in responding to distance learning situations for Arabic Tourism courses during the Covid-19 Pandemic, based on argumentative aspects related to student attitudes in adapting to learning during the Pandemic, as well as strategies carried out by students and lecturers. in carrying out learning

so that learning outcomes are carried out in the midst of many closures of access to the tourism industry.

2. METHODS

This study uses a qualitative approach. The qualitative approach is to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems. the process of qualitative research begins with developing basic assumptions and rules of thought that will be used in research. The data collected in the research are then interpreted.

A. Participant

Individual respondents who became the source of data in this study were students who were taking part in tourism Arabic learning activities totaling 10 participants. The selection of respondents using non-probability sampling in this case is that the selected students are private universities in Bandung, Indonesia who are taking tourism Arabic lectures during the pandemic. Students are believed to be able to give rational judgments based on their learning experiences.

Table 1.   Characteristics of Participant Data.

Characteristic	N
Male	3
Female	7
Age	
15-18	8
19-21	2
22-24	
Residential Area	
Metropolis	6
Rural	3
Outermost area	1
Internet access	
Very good	6
Good	6
Quite good	
Bad	1

B. Data Analysis

Data collection techniques are in-depth interviews and documentation such as video/audio recordings by organizing data. Unlike ordinary conversations, research interviews are aimed at obtaining information from one side only, therefore an asymmetrical relationship must be visible. Researchers tend to direct the interview to the discovery of participants' feelings, perceptions, and thoughts (Rachmawati, 2007). Structured interviews were conducted as a method to obtain information related to user perceptions among academics as participants.

The data analysis technique used in qualitative analysis has four stages, namely data collection, data reduction, namely by simplifying, classifying, and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions. Furthermore, data presentation is when a collection of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions. And the last step is drawing conclusions and verification with the aim of finding the meaning

of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

Table 2. Example of Presenting Interview Data.

Participant	Data Encoding	Variable
ZK #1	*Surprised, we usually learn to listen to demonstrations of material and the results of observations from friends in class, seniors said this course is very fun, because we can take a walk. It turned out to be a pandemic and had to study at home. For me personally, need extra adaptation*	Adaptation of Learning Activities
GH#8	*At first it was very unpleasant, suddenly I had to google meet or zoom, devices that I rarely touched during my previous lectures. But, don't force it, what can you do?*	Learning Strategies During the Covid-19 Pandemic

3. RESULT AND DISCUSSION

This research obtained findings with point classification:

First, adaptation of learning activities; In this context, explaining the state of each individual in responding to learning conditions that are different from before, the responses obtained become an illustration of how the individual's emotional state in carrying out learning activities, in addition to the demands of health protocols and government recommendations not to carry out non-essential activities outside the home form a strong character. active to passive. In the findings of this research, it is obtained an overview of how each individual participant manages learning motivation and emotions so that they carry out learning thoroughly;

Second, learning strategies during the covid-19 pandemic; in this context explains how lecturers make efforts in overcoming learning activities that change from face-to-face in class to virtual face-to-face in the digital world. Learning activities that should be carried out in class and observations outside the classroom to tourist attractions are forced to be diverted to the virtual world. Another situation is that the areas of the participants do not get internet access evenly, some experience problems in accessing internet signals, this cannot be considered small, and it becomes a demand for lecturers to find and implement appropriate solutions. In the findings of this context, it is obtained an overview of how each individual participant carries out learning strategies, especially in overcoming the task of observing tourist attractions.

A. Adaptation of Learning Activities

The existence of Arabic as tourism language became human resources attractiveness and gained special attention to actualize an effective communication in the tourist market which is visited by many Arab and Middle Eastern tourists. The purpose of language in the context of tourism was turning people from potential into actual clients through the use of verbal descriptions and visual elements. As other special languages, tourism language presented its characteristic like linguistic structure and special lexicon, system of symbol and conventional code. However, there was different mode for tourism: there were many feedbacks from the tourists, for example, when they reported their trip. Indirectly, it becomes a tourism promoter itself

Learning Arabic Tourism is not the same as learning Arabic in general. There are many aspects that must be taught and understood by students related to the concept of tourism itself first, the state and development of tourism in Indonesia, the development of Middle East tourism, and the role of Arabic as the language of tourism both in the tourism sector in Indonesia and in the Middle East itself. Learning should involve several things, including; teachers, students, teaching materials, evaluation, class. This completeness encourages the achievement of good and targeted learning implementation. However, 2019 when the emergence of the Covid-19 virus.

It should be emphasized that the purpose of language in the context of tourism is to transform people from potential into actual clients through the use of verbal descriptions and visual elements ("Tour. as a Metaphor Soc. World," 2002). Language barriers, as everyone knows, were important barriers for cross-cultural communication. The tourists were well aware of this difficulty, which had an important effect on their choice of prospective destinations, their preparation for the trip, the scope and content of their interactions with the local population and the quality of their experiences. However, inspite of the importance of language in tourism, this problem is surprisingly given little attention in the sociological and sociolinguistic literature.

In the implementation of tourism language learning, it is also necessary to use verbal language directly with the context of tourism organizers as well as tourists, as well as visual elements depicted through direct observation. Unfortunately, in terms of pandemic conditions, this is actually an obstacle and challenge in itself. The pandemic conditions have changed tourism elements from busy activities to quiet ones, from easy-access activities to limited activities, from easy-to-interact activities to keeping a distance.

We are confused about how to observe, going to tourist attractions is also difficult, virtually also difficult because the points that must be obtained are not optimal, especially regarding tourists, now everyone is ordered to stay at home, especially foreign tourists. It's sad, I'm confused hehe (WF#2, interview via Whatsapp)

Tourist attractions are quiet, even some of them are closed. Sharia hotels, middle eastern restaurants, tourist attractions in Arab villages are nothing but quiet (ZK #1, interview via whatsapp)

These conditions can not be denied causing changes in the learning atmosphere, activities that are usually carried out face to face, and interact directly as well as direct practice in the field, namely where tourism actors change quickly without direct interaction, directly resulting in the condition of student learning motivation which tends to decrease. Regarding this motivation, it cannot only be considered small or ignored, student learning motivation affects the learning achievement that has been determined. Rumhadi (Rumhadi, 2017) explained that motivation is a driver of effort and achievement. A person does a business because of motivation. Good motivation in learning will show good results. In other words, with diligent effort and based on motivation, someone who learns will be able to give birth to good achievements. Motivation in the language of tourism is a very important field as a benchmark for tourism marketing strategies. Beside that, development of Arabic Tourism became an indicator of tourists' satisfaction and travel values. That tourism language was an important subject to discover the influence of tourists on travel itself and also as a marketing strategy (Drozdzewski, 2011).

Various adaptation efforts were carried out by several participants, with the aim that they were able to control learning changes so that they did not lead to negligence in the implementation of learning. The efforts made in general appear explicitly and implicitly from the mental condition of the participants as well as encouragement from the lecturer.

Prior to the Covid-19 pandemic, Middle Eastern tourist visits to Indonesia, especially Java, were high. It was obtained from the West Java tourism office that the most of Middle Eastern tourists who came to West Java were Saudi Arabian around 40-60 years old. Mostly, they visit Indonesia with the intention of vacation, although some of them came for their business or family visit.

The peak is one of the favorite tourist destinations in West Java, there were Cibodas and Ciwidey peak. Most of Middle Eastern tourists interested to visit natural tourist destination, in this case, green hills, mountain or gardens. There were various amounts of accommodation in West Java:

Table 3. Data of Middle Eastern tourist accommodations in West Java.

Rank	District/City	Accommodation
1	Kabupaten Bogor	15.593
2	Kabupaten Cianjur	13.375
3	Kabupaten Cirebon	5.432
4	Kota Cirebon	791
5	Kota Bandung	330
6	Kota Bogor	80
7	Kabupaten Pangandaran	74
8	Kabupaten Sukabumi	47
9	Kabupaten Garut	39

B. Learning Strategies during the Covid-19 Pandemic

Ministry of Tourism used their mother language for the internal requirements and universal language (English) for diplomatic requirements. Tourists themselves, they used their own language. They used tour guide service of HPI (*Himpunan Pariwisata Indonesia*) to understand Bahasa. HPI tour guides were well trained and certified tour guides. There were minimal constraints in communication. The problem came when there was no tour guide left so they could not understand tourists' language. The observation and interview results showed that most Middle Eastern tourists did not understand Bahasa Indonesia and rely on Arabic and English. This situation emphasized the importance of Arabic training and development for the purpose of tourism language beside of English. Arabic as the language of tourism will not only verbally used, but also can be used as tour guide language and written at tourist destination areas.

This condition is overcome by being poured in the learning curriculum with a direct practice. Basically, the Arabic tourism material before the COVID-19 pandemic was carried out. Learning for the three categories of learners described previously was carried out in several stages, in general, namely: Classical Learning, Group Discussion Classical Learning, Classical Field Observation, Group Discussion Field Observation, Live practice.

1) Classical learning: Classical learning system, namely, teacher-centered learning or instructors in the classroom, using the question and answer method. The material presented is in accordance with the concept of the learning material described previously. The teacher fills in active teaching and learning activities in the classroom

for two meetings, followed by a group discussion model that has been formed previously. Learning is carried out in class, the material presented is in the form of basic concepts about tourism and tourism relations with the Arab nation and culture, and the use of language (Fusha/Amiyah) and memorizing vocabulary about tourism, speaking exercises using the repetition method and practicing with peers..

2) *Group discussion learning:* After two face-to-face meetings centered on the teacher, teaching and learning activities are centered on peer group discussions, according to previously determined material.

3) *Field observations I:* The first field observations were carried out together, led by the instructor as the person in charge. Observations were made in the form of college visits to the most popular tourist attractions visited by Arab/Middle Eastern tourists. Around West Java, the location of the visit was in Sariater and Cisarua Bogor.

Table 4. Preparation of Field Observation Instruments.

No	Component	Indicator	Problem Formulation	Subject
1	Language	Tourist language speakers	• Languages spoken by tourists • The language used by the tour manager • Communication barriers	Arab/Middle East Traveler
		Travel language (tour guide)	• Language used in instructions and notice boards • Obstacles in understanding instructions pemahaman	Tour manager
		Travel language (tour organizer)	The language used by tour operators, traders, and other tourists	Tour manager
2	Traveler/ Tourist	Country of origin of tourists	Country of origin of tourists	Arab/Middle Eastern Travelers
		Traveler's age	Traveler's age	Arab/Middle Eastern Travelers
		Tourist job	Tourist Job	Arab/Middle Eastern Travelers
3	Travel Destinations	Percentage of visitors Arab tourists	Number of Arab/Middle Eastern tourists pengunjung	Tour manager
		Tourist destination attraction	Travel reasons	Arab/Middle Eastern Travelers
		Travel information	Sari Ater tourist destination information	Arab/Middle Eastern Travelers Tour manager

4) *Field observation II:* The second observation was carried out by each of the designated learner discussion groups. Each group makes observations in different places, and is reported through writings / papers and presentation of report presentations in class.

The objective of the observation is to explore the role of the Arabic language and the acculturation of Arab/Middle Eastern culture in each location and tourism sector, these locations, including:

- Marketing Division of the Ministry of Tourism

- Culture Division of the Ministry of Tourism
- Travel Business, Hajj and Umrah Travel
- Middle Eastern Restaurant
- Sharia Hotels

5) Live practice: Direct practice is direct practice in the form of conversations with native Arabic-speaking tourists at Department Stores, restaurants, or tourist attractions. Conversation content in the form of introductions and asking the address of the tourist, place of residence in Indonesia, reasons for visiting, travel, and impressions of Indonesian tourism.

In addition to nature tourism, culinary tour became Middle Eastern tourists' favorite. The establishment of a restaurant or place to eat with Middle Eastern flavor became the solution of several problems as the tongue of Middle Eastern tourists who were considered very difficult to accept the culinary taste of other countries and strong spice flavor. Apart from the tourist attraction, the appearance of this dining place became an attraction for other and even native tourists.

The use of direct practice is emphasized by the opinion that communicative abilities emphasize the importance of enriching and enhancing students' personal experiences in learning in the classroom and linking them with activities outside the classroom. In particular, classroom learning can be applied in the form of exercises in groups of learners that will increase interaction in the use of language, for example: games, simulations, dramas, projects, interviews, jigsaws, brainstorming, and so on. Many efforts to improve the process of learning foreign languages in communicative interactions encourage awareness and foster innovation in finding new solutions in language teaching (Dewi, 2015).

Changes in strategy were made based on the state of the COVID-19 pandemic, efforts to maintain the health and safety of students became the government's main reference in providing education. The learning strategy is adapted from the social, individual, and geographical conditions of each individual participant as a learning participant. Broadly speaking, the conditions for changing post-pandemic learning strategies can be explained in outline, including:

First, exploring technology information is not just zoom or google meet as a virtual face-to-face medium, 8 out of 10 participants admit that they like social media platforms as an alternative to learning demonstrations. This is because participants often interact with friends on social media

I feel bored if I keep zooming or google meet, especially if it sucks up a lot of internet quota. Friends also all have social media channels, so it's more appropriate and more willing to listen to presentations via social media, it's fun and we can say we are traveling online (Alb#4 interview via Whatsapp).

Second, adapting to the uneven condition of internet service availability. 3 of the participants often experience internet signal service problems, and 1 participant even has difficulty getting internet service due to the geographical conditions of the area. This condition must be understood but also cannot be allowed because the right to learn from the person concerned remains the same as other friends. Teamwork, and the ethos of learning from those concerned by finding areas that can reach signal access have become a habit.

I have to go to the city first, the distance to the city is 30 minutes, in my city I ride in a shop owned by a relative of my mother's family, I can spend all day in the city to attend lectures,

unfortunately I can't every day because of the distance, and petrol too. the motorbike is occasionally used by my brother to work. It's sad, because the material is always left behind, so when I go to study I'm often confused because the material I got just last night, or I didn't go to college because of the internet signal (Syj#8, interview via WhatsApp).

Third, adapt to virtual observations. Conditions are limited and even the closure of various tourist attractions, in addition to the limited space for people to travel, making observation activities not carried out directly but virtual. Furthermore, this research shows that it is time for all aspects and factors involved in immediate learning to improve their efforts to innovate learning strategies, especially for tourism, in this case Arabic tourism to obtain user-friendly learning strategies.

4. COCLUSION

The existence of Arabic as tourism language became human resources attractiveness and gained special attention to actualize an effective communication in the tourist market which is visited by many Arab and Middle Eastern tourists. The purpose of language in the context of tourism. The Covid-19 pandemic has changed the learning context from face-to-face to virtual. This automatically demands a quick and careful adaptation, especially for learning participants. The absence of direct practice in the form of field observations is changed through virtual activities, in addition to the conditions of places and tourism actors that are limited and closed affect the condition of student motivation in carrying out learning. In addition, the condition of the availability of internet services which is not yet stable and evenly distributed in all regions in Indonesia is something that needs to be adapted. From various points that have emerged, user-friendly tourism language learning strategies continue to be pursued, utilization with and without the internet is carried out, one of which is video documentaries about tourism. Furthermore, research can be done on the findings and implementation of remote learning technology for tourism Arabic with a user-friendly nature.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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