

EMPOWERING E-LEARNING AS AN INTERACTIVE TEACHING FOR ARABIC LEARNERS

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Abstract

This research attempts to explore the implementation of blended learning in teaching the course of 'Qawaid al-Imla 1' and the perceptions of teachers and students towards the blended learning application at UIN Maulana Malik Ibrahim Malang. It applied a grounded theory design using the observation and interview to collect the data. The data gained were analyzed using Strauss & Corbin model, they are, open coding, axial coding, and selective coding. The results found that application of blended learning helped the lecturers in planning and presenting the material as well as the evaluating the students' learning progress. The students perceive good in the implementation of blended learning provided by the university.

Keywords: *blended learning, hybrid learning, Arabic, qawaid imla'*

تمكين التعليم الإلكتروني كالدراسة التفاعلية للمتعلّمين العربية

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يحاول هذا البحث استكشاف عن تطبيق التعلم المختلط في تدريس المادة "قواعد الإملاء ١" و تصورات المعلمين والطلبة نحو هذا تطبيق التعلم المدمج في الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. استخدمت الباحثة نظرية التصميم التطبيقي لهذا البحث التي تحتوي على الملاحظة والمقابلة لجمع البيانات. وتم تحليل البيانات المكتسبية باستخدام نموذج ستراوس و كوربين (Strauss & Corbin)، وهي التشفير المفتوح، التشفير المحوري و التشفير الانتقائي. والنتيجة هي بأن تطبيق التعلم المختلط يساعد كثيرا المحاضرين والمدرسين في التخطيط وتقديم المواد المدروس كما هو في تقييم عن تطوّر التعلم لدي الطلاب. وكان الطلاب يقدرّون على التنفيذ جيدا لهذا برنامج التعلم المختلط الذي تقدمه الجامعة.

الكلمة الرئيسية: التعلم المختلط، تنفيذ طريقة التعليم، اللغة العربية، الطلبة، قواعد الإملاء.

A. INTRODUCTION

The development of the information and communication technology (ICT) has a great effect on all sectors of human life, including the educational sector. At present, not a few of the educational institutions, both in the elementary, junior, and senior high schools have implemented the electronic/online-based learning or commonly known as e-learning. The use of e-learning has become mandatory and is very suitable to be applied to the current millennium generation, the generation that was born in 1995¹-1980, the generation in which "Google" became a very popular search engine and is widely used in daily activities². It cannot be denied that the current generation is a combination of technological dependence and the growth of knowledge and information that is not easily controlled. This has a major influence on all aspects of life. The education sector, especially universities, must respond to this challenge so that there will be no gap between students' needs and trends towards the learning systems and models applied in teaching.

E-learning is a learning innovation in the process of transferring knowledge or becoming a medium of interaction between educators and students. The transformation of science that has been done conventionally requires that face to face in class, is now slowly integrated with the media of e-learning technology or commonly known as blended learning or hybrid learning or even full online³. The role of educators still has a

- 1 Ng, E., & McGinnis Johnson, J. 2015. 'Millennials: Who Are They, How Are They Different and Why Should We Care?' in *The Multigenerational Workforce: Challenges and Opportunities for Organisations*. <https://doi.org/10.4337/9781783476589>
- 2 Alex Chris. 2018. *Top 10 Search Engines in The World*. Accessed from <https://www.reliablesoft.net/top-10-search-engines-in-the-world/>
- 3 Charles Dziuban, Patsy Moskal, & Joel Hartman. 2005. 'Higher Education, Blended Learning and The Generations: Knowledge is Power, No More' in *Elements of Quality Online Education: Engaging Communities*. Needham, MA: Sloan Center for Online Education., see also, Kim, H.S. 2014. 'Effects of Using Mobile Devices in Belnded Learning for English

central position in the process of scientific transformation, of course with increased creativity and innovation in providing and presenting learning materials.

In the Indonesian context, the government is very supportive of online learning innovations, as illustrated on the <http://spada.ristekdikti.go.id>, namely, "online learning in the future will have a strategic role inequitable access to education in Indonesia"⁴. Thus, the Indonesian government is well aware that the use of technology in the education sector can overcome the problems that have been experienced by the Indonesian people, namely equal access to education in every region of Indonesia.

Some studies on e-learning as done by Goyal⁵, e-learning become an interactive, attractive and entertaining learning media. If you want to build an interactive e-learning, the instructors/facilitators should spend more time in planning it, because this is an important investment for students later⁶. Interactive learning is centered on students⁷, therefore lecturer creativity is needed in choosing, selecting and providing teaching materials. In addition, some aspects those need to be considered, especially for students who will interact with e-learning, including their social environment, physical condition and health, and economic conditions, therefore, there

Reading Comprehension' in *Multimedia-Assisted Language Learning*, 17 (2), 64-85.

4. Kemendiknas. 2018. *Sistem Pembelajaran Daring Indonesia (SPADA Indonesia)*.
5. Sumit Goyal. 2012. 'E-Learning: Future of Education' in *Journal of Education and Learning*, 6(2), 239-242.
6. Karla Guitierrez. 2012. *How to: Easily Create Interactive E-Learning Courses*. Accessed from <https://www.shiftelearning.com/blog/bid/195056/How-To-Easily-Create-Interactive-eLearning-Courses>
7. Nikos Androit. 2018. *How to Develop A Highly Interactive Online Training Program*. Accessed from <https://www.talentlms.com/blog/how-create-interactive-online-training-program/>

is a need for a special approach to overcome this problem⁸. Indeed, it is realized in the classroom that not all students have similarities about what is mentioned before.

Meanwhile, a survey on the level of e-learning user satisfaction as was done by Hari Saputro & Pakarti states that students feel satisfaction and comfort when interacting with the media⁹. In addition, the materials provided by the lecturers are easy to obtain. Other studies also concluded that e-learning can also improve the performance of lecturers¹⁰. In addition, the critical power of students is increased by using e-learning compared to conventional learning styles¹¹. In teaching Arabic as a foreign language, it was also found that the ability of students increased with the use of Facebook groups as a form of internet use for learning¹².

Regarding the results found by Singh that the increasing number of learning designers is experimenting with mixed learning models that combine various modes of delivery¹³.

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- 8 Hazim M. El-Bakry, & Ahmed A. Saleh. 2013. 'Adaptive E-Learning Based on Learner's Styles' in *Bulletin of Electrical Engineering and Informatics*. 2 (4), p. 241. <https://doi.org/10.12928/eei.v2i4.189>
 - 9 Firdhaus Hari Saputro, & Moch. Bagus Pakarti. 2017. 'Evaluasi Penerapan e-Learning Sebagai Media Pembelajaran Perkuliahan Online Bagi Mahasiswa Universitas Sahid Surakarta' in *Tekinfor Jurnal Ilmiah Teknik Industri dan Informasi*, 5 (2), p. 106.
 - 10 Dwi Lara Bagus Setiawan, Siti Endang Astuti, & Riyadi. 2015. 'Pengaruh Penggunaan E-Learning Terhadap Kinerja Dosen Dalam Kegiatan Mengajar (Studi pada Dosen Fakultas Ilmu Administrasi Universitas Brawijaya)' dalam *Jurnal Administrasi Bisnis (JAB)*, 19 (1), p. 2.
 - 11 R.Poppy Yaniawati. 2013. 'E-Learning to Improve Higher Order Thinking Skills (HOTS) of Students' in *Journal of Education and Learning*, 7 (2), 112. <https://doi.org/10.11591/EDULEARN.V7I2.225>
 - 12 Nuril Mufidah, & Saidna Zulfikar Bin-Tahir. 2018. 'Arabic Acquisition Through Facebook Group Learning' in *Ijaz Arabi Journal of Arabic Learning*, 1 (1), p. 33. <https://doi.org/10.18860/ijazarabi.v1i1.4933>
 - 13 Singh, Harvey. 2003. 'Building Effective Blended Learning Programs' in *Educational Technology-Saddle Brook Then Englewood Cliffs NJ*, 43 (6), p. 52.

Anecdotal evidence shows that mixed learning not only offers more choices but is also more effective. It is in line to the findings of Bonk et al., that changes occur during the next decade towards the use of approaches in both higher education environments and workplaces are answers from respondents about pedagogical techniques and technology¹⁴, what is the most remote in e-learning as a current learning trend. Orton-Johnson in his study of exploring student non-use of blended learning found that the blended learning resources are shown to challenge existing learning patterns and practices, reconfigure existing understandings and expectations of academic scholarships and reconstruct academic boundaries in new spaces¹⁵.

Based on the background, this research attempts to explore the implementation of blended learning in teaching the course 'Qawaid al-Imla 1' and the perceptions of teachers and students towards the blended learning at UIN Maulana Malik Ibrahim Malang. This study is urgent to be conducted and to solve the Arabic learning problems faced by the students in this university. The results of the study hopefully will give the contribution to the teaching and learning Arabic and as the reference for the further researchers in this field of study, especially for the researchers themselves to design and develop the appropriate material in the next research.

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- 14 Curtis. J Bonk, Kyong-Jee Kim, & Ting Ting Zeng. 2005. 'Future Directions of Blended Learning in Higher Education and Workplace Learning Settings' in *Ed-Media: World Conference on Educational Media and Technology*. AACE, p. 3645.
 - 15 Orton-Johnson, Kate. 2009. 'I've Stuck to The Path I'm Afraid: Exploring Student non-use of Blended Learning' in *British Journal of Educational Technology*, 40 (5), p. 837-847.

B. METHOD

The purpose of this study is 1) identifying what preparations are used by lecturers in online learning, 2) identifying factors that support online learning, 3) knowing the perceptions of students and lecturers on online learning. To support the achievement of the objectives of this study, researchers used a qualitative approach with a grounded theory design to identify the phenomenon of online Arabic teaching, through in-depth observation of the teaching and learning process, interviews with students, lecturers, and campus IT staff. Then the researchers categorized the phenomena obtained from the results of data collection using Straus & Corbin's analysis as a conclusion and input to design an appropriate online learning model for the Arabic education majors.

This study uses a qualitative approach by applying a grounded theory design. Qualitative research is the collection, analysis, and interpretation of narrative and visual (non-numeric) data comprehensively to gain insight into certain interesting phenomena¹⁶. Grounded theory is a systematic methodology that involves the discovery of theories or models through several phases of data analysis¹⁷.

The subjects of this study were *Qawaid Al-Imla' 1* lecturers and students who programmed the course of *Qawaid Al-Imla' 1* (class A, class B and class C) which each class consisted of 41 students. Primary data collection instruments are the researchers themselves as observers and interviewers¹⁸. This means that the researcher decides what will be observed

16 Lorraine R Gay, Geoffrey E Mills, Peter W Airasian. 2012. *Educational Research Competencies for Analysis and Applications* (10th ed). New Jersey: Pearson Education. p. 381.

17 Corbin, Juliet. & Strauss, Anselm. 1990. 'Grounded Theory Research: Procedures, Canons and Evaluative Criteria' in *Qualitative Sociology*, 13 (1). p. 3. <https://doi.org/10.1007/BF00988593>

18 Lorraine R Gay, Geoffrey E Mills, Peter W Airasian. 2012. *Educational Research Competencies...*, p. 382.

based on the formulation of the problem then interprets the data and confirms information about what has been observed by interviewing students and IT staff. Secondary instruments used are observation and interview guides, and recording triangulation.

The data collection techniques used are:

1. Observation

Researchers as participants and observers observed the situation observed and then wrote field notes on all class activities during the learning process.

2. Interview

Researchers interviewed e-learning user lecturers, students and IT staff. The type of interview used was semi-structured, some questions were prepared before the interview and several additional questions were developed during the interview. Interviews are conducted to collect qualitative data or confirmation of observations. The purpose of the interview was to obtain data on students 'and lecturers' perceptions of online learning.

3. Recording verification

Besides observations and interviews, data was also collected from documentary evidence. This third data collection technique aims to verify records and data through triangulation.

Researchers adopted a three-stage grounded theory analysis data analysis technique, namely: 1) open coding is a process of labeling phenomena observed through identification, 2) axial coding is a process to connect relationships between categories and have been identified, 3) selective coding is the core selection process of the categories and relationships between categories through the story line, the relationships between categories then

conclude and provide theoretical, managerial methodological implications¹⁹.

C. RESULTS

Preparation or planning of learning conducted by lecturers for the *Qawaid Al-Imla'* 1 course, namely the preparation of a hybrid learning Semester Learning Plan (RPS) before attending the socialization of the campus IT team. This course has a weight of 2 credits or 2x 50 minutes of teaching and learning process so it is designed 50 minutes face to face which contains presentations and discussions. Then 50 minutes to two students study online. The online learning contains assignments (uploading individual and group work). Some of the meetings were held in full online containing the practice of *Imla'* and uploading the work on the <http://elearning.uin-malang.ac.id> page using a user and password according to SIAKAD so that it was easy.

Dissemination of ways to upload RPS, material, control student activities and provide evaluation and assignments until giving comments and grades on student work is socialized by the campus to lecturers a week before entering the active period of college. The socialization of the Tarbiyah and Teaching Science (FITK) faculty level conducted by the campus IT team was accompanied by several lecturers from the Maulana Malik Ibrahim State Islamic University of Malang to facilitate the socialization participants to ask questions and get a quick response to the obstacles faced.

At the beginning of the application of e-learning using the page <http://elearning.uin-malang.ac.id>, the socialization for lecturers was more focused on editing and organizing the dashboard. The lecturers' activities include uploading RPS,

19 Corbin, Juliet. & Strauss, Anselm. 1990. 'Grounded Theory Research: ...', p. 5.

lecture materials, determining the assignment form and how to assign assignment deadlines at each meeting. In addition, also get information on how to make e-learning instructions that are communicative and easily understood by students.

The first meeting of the *Qawaid Al-Imla'1* course that was marketed in semester 1 of a new student majoring in Arabic Language Education at FITK UIN Maulana Malik Ibrahim Malang was an orientation towards the goals and socialization of the application of hybrid learning by utilizing campus e-learning that had been prepared. So, the preparation for students is the socialization of how to enter the e-learning in question, download the material, upload tasks and edit the work if needed and see the value of each meeting.

Found factors that support online learning, namely the existence of learning that has been prepared and socialized by the State Islamic University of Malang to lecturers and students and has been actively used since the first semester in 2018. Availability and ease of use of e-learning that can be accessed through Free WiFi in all campus areas can also be opened using an Android phone next to a laptop. This facilitates the teaching and learning process and the process of uploading work and assignments. The existence of an IT team from e-learning that provides opportunities for lecturers to consult and answer difficulties and problems quickly.

In terms of lecturers and students, the supporting factors of implementing hybrid learning by utilizing campus e-learning are the desire to start trying new things, learning together, and openness between lecturers and students about the lectures held so as to provide space for discussion and consultation at every meeting even at outside the lecture schedule.

Students' perceptions of online learning are generally good and feel helpful by the material and more flexible time. Each meeting gives students the opportunity to practice and

understand the material more broadly. The time given by the lecturer to upload e-learning settings is between 3 days to one week according to the difficulty level of the assignment according to the agreement of the lecturer and students. This is what causes students to feel that they are enjoying flexible lectures in time and place. Constraints and unrest arose in the first week when learning activities continued by uploading work on e-learning pages. But this restlessness diminishes and disappears after successfully removing tasks and getting online balance values.

The lecturers' perception of the application of hybrid learning by utilizing campus e-learning that is the use of e-learning helps lecturers to develop teaching methods. In addition, the materials and lecture organizations are more mature because they are prepared before entering the lecture period with independent creations by the lecturers. Besides, lecture material can also be wider because lecturers and students can access online material with sufficient time. Besides that, there are things that need to be considered, among others, need more preparation in the planning phase so that the lectures run well. The difficulty in managing and organizing lectures online requires lecturers to learn and seek information as well as assistance. Consultation at the beginning of the application of online lectures is very likely to take up a lot of time from the lecturer because of the students' lack of understanding about uploading assignments. So, in the initial weeks of consultation about uploading tasks and information whether the task was actually successfully uploaded is a common problem. This raises its own pressure for lecturers and students. Next began to decrease and even became calmer and more flexible and more consultations about the assignment material.

D. DISCUSSION

The application of hybrid learning for the *Qawaid Al-Imla'1* course using e-learning via the webpage <http://elearning.uin-malang.ac.id> has a general impression of both students and feels helped by the material and more flexible time. Flexible time and place provide opportunities for students to attend lectures even though they are sick and cannot go to the campus. This is in accordance with the wishes of Kemenristekdikti that is the online learning in the future will have a strategic role in equitable access to education in Indonesia".

E-learning can also improve the performance of lecturers²⁰. It can be seen from the planning of the lecture that it must be established before the lecture is active in the teaching process.

This preparation is in the form of semester lecture plans, materials and types of assignments for each meeting uploaded in e-learning as stated by that lecturer creativity is needed in choosing, selecting and providing teaching materials²¹. Each meeting gives students the opportunity to practice and understand the material more broadly. It is in line to what stated by Bonk et al, that the changes that occur during the next decade towards the use of approaches in both higher education environments and workplaces are answers from respondents about pedagogical techniques and technology, what is the most remote in e-learning as a current learning trend²².

The positive perceptions of both lecturer and students are the main factor supported the success of the blended learning implementation in learning the *qawaid imla' 1*. As stated, Orton-

20 Dwi Lara Bagus Setiawan, Siti Endang Astuti, & Riyadi. 2015. 'Pengaruh Penggunaan E-Learning...', p. 5.

21 Nikos Androitis. 2018. *How to Develop A Highly Interactive ...*. Accessed from <https://www.talentlms.com/blog/how-create-interactive-online-training-program/>

22 Curtis. J Bonk, Kyong-Jee Kim, & Ting Ting Zeng. 2005. 'Future Directions of Blended Learning ...', p. 3645.

Johnson blended learning resources are shown to challenge existing learning patterns and practices, reconfigure existing understandings and expectations of academic scholarships and reconstruct academic boundaries in new spaces²³. It is also supported by some previous study that e-learning can also improve the performance of lecturers²⁴, the critical power of students is increased²⁵ and the ability of students increased with the use of e-learning as a form of internet use for learning²⁶.

E. CONCLUSION

Based on the results and discussion, it can be summarized that the application of blended learning for the Qawaid Al-Imla '1 course by utilizing e-learning via the webpage <http://elearning.uin-malang.ac.id> makes the planning of lectures better. In addition, the learning and teaching process is more flexible. The use of e-learning for teaching Arabic gives the impact of an interactive teaching and learning process through the positive perceptions of both lecturer and students.

This study was only a qualitative study that cannot be generalized to the other situations and universities. Thus, it is suggested for the further researchers who intend to research this field to pay more attention to the Wifi connection, because the connection will down when many participants are active in joining the learning process and to the teacher and students' perception.

23 Orton-Johnson, Kate. 2009. 'I've Stuck to The Path I'm Afraid: Exploring Student ...', p. 847.

24 Dwi Lara Bagus Setiawan, Siti Endang Astuti, & Riyadi. 2015. 'Pengaruh Penggunaan E-Learning ...', p. 8.

25 R.Poppy Yaniawati. 2013. 'E-Learning to Improve Higher Order Thinking Skills ...', p. 117. <https://doi.org/10.11591/EDULEARN.V7I2.225>

26 Nuril Mufidah, & Saidna Zulfikar Bin-Tahir. 2018. 'Arabic Acquisition Through ...', p. 33. <https://doi.org/10.18860/ijazarabi.v1i1.4933>

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