

## Arabic Language Learning in The Covid-19 Pandemic Period

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### ABSTRACT

The COVID-19 pandemic which is still ongoing today has a major impact on various sectors, one of which is education. The world of education also feels the impact. Educators must ensure that teaching and learning activities continue even though students remain at home. The solution is that educators are required to design learning media as innovations in learning by utilizing online media. The purpose of this study is as a form of general review of online learning during the covid-19 pandemic and what are the problems faced by teachers and students in the process of learning Arabic in the midst of the covid-19 pandemic. This research is included in the literature study. The analysis was carried out from various articles and similar sources related to online learning during the pandemic.

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### INTRODUCTION

Learning through online media during a pandemic is part of efforts to raise the awareness of the spread of the COVID-19 virus. Online learning at all levels of formal education is a real step taken by the government as a form of breaking the chain of the spread of COVID-19 (Ministry of Education and Culture of the Republic of Indonesia 2020). The contribution of the world of education through learning during the pandemic plays an important role in supporting the government and the entire nation to break the increase in the number of victims of the COVID-19 virus.

In the midst of this Covid-19 condition, Arabic learning certainly cannot be carried out face-to-face in the classroom, such condition requires educational institutions to be innovative and creative in the learning process. Learning through online media is one alternative that can be applied in learning

Arabic. In practice, learning Arabic through online encounters various responses and obstacles for both educators and students.

Discussing the application of online media in learning, of course, it is hoped that it can answer the problems that exist in learning Arabic during the COVID-19 pandemic. Does learning through online media play a role in the harmony and sustainability of Arabic learning at schools? Can learning through online media make students interested in learning Arabic? Can online learning also create interaction and communication with students? Is online media capable of making the best use of the time allocation for learning Arabic? Is online media capable of creating an Arabic-speaking environment?

Based on this description, a study was conducted with the aim of providing an overview regarding learning Arabic during the COVID-19 pandemic through online media. It is important to know the

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implementation and impact of online learning on students in Indonesia in the hope of providing information and improvements to the policies carried out.

### LITERATURE RIVIEW

Previous research is an attempt by researchers to find comparisons and new inspiration for further research. In addition, previous studies help this research position and show the originality of the research. The research results that are used as comparisons cannot be separated from the topic of research on learning during the COVID-19 pandemic.

Research conducted by Luh Devi Herliandry et al. (2020) on "Learning During the Covid-19 Pandemic", this type of research is a descriptive content analysis study. In this study, the theory used is the theory of online learning. The study results show that online learning is an effective solution for activating classes even though schools have been closed, considering that times and places are at risk during a pandemic. However, this online learning system needs to be evaluated according to local conditions, considering the distribution of facilities and the ability of parents to provide different online learning facilities to students in Indonesia.

The similarity between previous research and this research is that the object under study is the same online learning during the covid-19 pandemic; the types and research methods used both use a literature review or descriptive content analysis study by analyzing various reading sources from books or scientific articles. They are related to online learning during the COVID-19 pandemic. The difference between this research and previous research is the focus of the research. In this study, the focus of the discussion is on the advantages and problems teachers and students face in learning Arabic during the COVID-19 pandemic. Whereas previous research only generally discussed the process of online learning activities during the COVID-19 pandemic and the benefits of the ease of online learning supported by various digital platforms.

Ananda Hadi Elyas (2020) research on using e-learning learning models to improve the quality of learning. During this pandemic,

the virtual classroom learning model (e-learning) is a breakthrough in the teaching and learning field because it can minimize differences in teaching methods and materials, thus providing a more consistent standard of learning quality. The e-learning system is necessary to anticipate the times with the support of information technology where everything is heading to the digital era, both mechanism and content.

Firman, Sri Rahayu R., (2020) regarding online learning during the covid-19 pandemic at the Biology Education Study Program, Faculty of Teacher Training and Education (FKIP) West Sulawesi University (Unsulbar) shows that students already have adequate facilities to take part in online learning, online learning having flexibility in its implementation and being able to encourage the emergence of independent learning and motivation to be more active in learning and distance learning also encourage the emergence of social distancing behaviour and minimize the emergence of student crowds so that they are considered to reduce the potential for the spread of covid-19 in the campus environment.

### METHODS

This research is included in the study of literature or library research. The type of data collected is in the form of secondary data of the research results from various articles, library sources and documents that are in accordance with the theme of online learning during the covid-19 pandemic.

There are several definitions of library research put forward by Mirzaqon, T, and Purwoko in a journal written by Milya Sari:

1. Library research is a study used to collect information and data with the aid of various materials in the library such as documents, books, magazines, historical stories, etc.
2. Literature research is a study that studies various reference books and the results of previous similar studies that are useful for obtaining a theoretical basis on the problem to be studied.
3. Literature research is a data collection technique by reviewing books, literature,

notes, and various reports related to the problem to be solved.

4. Literature research is a theoretical study, references and other scientific literatures related to the culture, values and norms that develop in the social situation under study.

Thus, library research is a research activity carried out by collecting information and data with the aid of various materials in the library such as reference books, similar previous research results, articles, notes, and various journals related to the problem to be solved. Activities are carried out systematically to collect, process, and conclude data using certain methods/techniques in order to find answers to the problems encountered.

## RESULTS AND DISCUSSION

### The Patterns of Arabic Learning during the Covid-19 Pandemic

Social distancing and physical distancing policies to minimize the spread of COVID-19 encourage all elements of education to activate classes even though schools are closed. Closing schools is the most effective mitigation measure to minimize the spread of the epidemic in children, the solution provided is to apply home learning by utilizing various available online media and supporting facilities.

The learning system is carried out through personal computers, laptops or cellphones that are connected to an internet network connection. Educators and students can study together at scheduled times using groups on social media such as WhatsApp, Telegram, Zoom, Google Meet, Google Classroom, E-Learning, Websites or other media. The COVID-19 pandemic has resulted in tremendous changes in the field of education. It is as if all levels of education are currently 'forced' to suddenly transform and adapt to learning from home through online media.

In this literature review, there are interesting findings found in the process of implementing online learning, the so-called students feel more comfortable to ask questions and express opinions in online learning forums. Learning from home also makes students not feel the peer pressure that is usually felt when

studying with friends in a class that is carried out face-to-face. The physical absence of educators also makes them not feel awkward in expressing their opinions.

Online learning is also able to foster independent learning in students. Learning without direct guidance from educators allows students to independently seek information about the subject matter and the tasks assigned to them. Several activities carried out by students during learning throughout this pandemic make them accustomed to reading reference books, online articles, scientific journals, or discussing with peers through instant messaging applications.

### Online Learning Media

According to Dabbagh and Ritland, explaining that online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction.

The advantages of using online learning media are independent learning and high interactivity, able to increase memory levels, provide more learning experiences, with text, audio, video and animation, all of which are used to convey information, and also provide convenience in conveying, updating content, downloading, students can also send emails to other students, send comments on discussion forums, use chat rooms, to video conference links to communicate directly.

One of the impacts of the COVID-19 pandemic is the transformation of learning from face-to-face in class to online learning. This is of course done to break the chain of the spread of the Covid-19 virus. Related to this, there are several online learning media that can be chosen, including:

1. The first and most widely used Online Learning Media is the Whatsapp group because it is fairly easy and practical to use for both educators and students.
2. Google, the so-called Google Suite for Education and Google Classroom.
3. Teacher room application. Students can access the subject matter easily using the teacher's room. Available for various levels.
4. Online Learning Media that can be used as the next choice is Zenius.

5. Video conferencing in learning can also be done through the Zoom application, Google Meet.

Based on the above, looking at the situation and conditions during the COVID-19 pandemic, educators must be smart in choosing learning media that must be used for the continuity of the learning process so that it continues to be implemented and does not miss the subject matter. Therefore, educators are required to master many learning media so that they can adjust to the level of ability of their students.

#### **Advantages and Problems of Online Learning in the Covid-19 Pandemic Period**

The advantages of online learning with the benefits of using the internet, especially in education, include:

1. Availability of e-moderating facilities where educators and students can communicate easily using internet facilities on a regular basis or whenever communication activities are carried out without being limited by distance, place and time.
2. Educators and students can also use structured and scheduled teaching materials or learning instructions via the internet, so that both can assess each other to what extent the teaching materials are studied.
3. Learners can study or review teaching materials at anytime and anywhere.
4. If students need additional information related to the material they are studying, they can access the internet more easily.
5. Educators and students can conduct discussions via the internet with a large number of participants, thereby adding to knowledge and broader insight.
6. Changes in the role of students from being passive to being more active than usual.
7. Relatively more efficient, for example for those who live far from conventional colleges or schools.

However, the online learning process will also of course not be separated from various problems in the implementation process, including:

1. The tendency to ignore academic or social aspects and instead encourage the growth of business/commercial aspects.
2. The process of learning and teaching tends towards training rather than education.

3. Changes in the role of teachers from previously mastering conventional learning techniques, are now also required to know learning techniques that use ICT.
4. Students who do not have high learning motivation tend to fail.
5. Not all places have internet facilities.
6. Lack of personnel who know and have internet skills.
7. Lack of mastery of computer languages.

After the implementation of the distance learning process or online learning, of course it cannot be separated from the various obstacles faced by both teachers and students in the Arabic learning process which is carried out online. The various problems in learning Arabic during the COVID-19 pandemic are:

First, mastery of technology. Being able to master and be able to utilize information technology is the most important main factor in the online learning process today. However, with an online learning system that is still relatively foreign, it becomes a separate obstacle for educators and students.

Second, Internet Network Constraints. This of course cannot be underestimated, when the policy of studying from home to suppress the spread of Covid-19 was implemented at various levels of education, many students who went to school/college in the city chose to return home, they admitted that it was difficult to take online learning because not all regions their village gets a cellular signal, if there is one, the signal is very weak. This is what makes students sometimes late in getting information and submitting assignments. In addition, not even all students were present when the learning process took place, suppose it was caused by an unsupportive network and it could also be because students were bored with an ineffective learning system. Learning the online system is also difficult to control the presence of children during learning so that those who can participate in teaching and learning activities are children with good facilities. In the end, learning is not channeled properly.

Third, the cost constraint. Students stated that to participate in online learning, they had to pay more to buy internet data quota. According to him, learning carried out in the form of video conferencing consumes a very large quota, while online discussions through instant messaging applications do not require a lot of quota. The

quota price is also quite expensive. Of course, not all students come from families whose economy is above average who can afford to buy internet quota every time the quota runs out. Also, there are still many students who do not have cellphones to support the process of implementing online learning from home.

Fourth, Motivation. Students with strong motivation when the learning process takes place will create passion and enthusiasm for learning. However, it is difficult to ensure that one by one students are enthusiastic in learning because the learning process is not carried out face to face between teachers and students. Therefore, the learning process that takes place from home, like it or not, requires direct supervision from parents. However, this is still an obstacle because parents also have to divide their time to work, take care of the house, etc.

### CONCLUSION

During the COVID-19 pandemic, changing learning patterns from face-to-face to online learning is certainly not an easy thing. But it becomes a possible alternative in current learning. Because with the variety of benefits from the convenience of online learning supported by various learning applications that can be downloaded via the Playstore such as WhatsApp, Google Classroom, Google Meet, Zoom, Ruang Guru, e-learning and so on, of course it can support the implementation of online learning from house. Online learning also received a very good response from students, especially regarding the flexibility of its implementation. This learning method is also able to trigger the emergence of independent learning and encourage students to be more active in lectures.

However, there are several things that become obstacles in the application of online learning including; lack of internet network access in certain areas, limited internet quota and still not familiar with educators and students in the use of technology, lack of motivation to learn and the tendency of students to get bored in the online learning process, interaction in online learning has limitations so that it does not allow educators to directly monitor the activities of students during learning. Many students also still have difficulty understanding the teaching materials delivered online. Communication between educators and students who are limited through instant

messaging applications or through virtual classes is deemed insufficient by students.

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