

## AN ALTERNATIVE MEDIA OF LEARNING ARABIC LANGUAGE

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**Abstract**-*The Covid-19 pandemic has caused enormous changes in everyday life, including in the education sector. Efforts to prevent the transmission of Covid-19 are being carried out on a large scale, one of the efforts is to minimize physical contact with others and avoid crowds. This situation affects the process of teaching and learning activities in almost all schools in Indonesia. Normal learning that is usually carried out turns into distance-learning or learning online. Researchers chose Mts Muhammadiyah Waru as the research site because MTs Muhammadiyah Waru was a school that had just implemented full online learning after the pandemic. This study aims to describe the implementation of online learning and identify obstacles in the implementation of Arabic online learning at MTs Muhammadiyah Waru. This research includes field research with a qualitative approach. Data were collected through interviews, observation, and documentation. The data analysis used descriptive qualitative with inductive analysis techniques, which describes the facts obtained from the research site and then analyzed. The findings of the study showed that the implementation of Arabic learning online aims to achieve four competencies; namely to be master in writing, listening, reading, and speaking skills. Those competencies can be achieved successfully via a combination of Zoom and WhatsApp applications except for the speaking skill due to the time constraint. However, there are some obstacles in the implementation such as the readiness of the students to take part in the applications and also the disturbance that often occurs in the internet network.*

**Keywords:** Online Learning, Arabic language, Learning Implementation

**Abstrak**-*Pandemi Covid-19 menyebabkan perubahan yang sangat besar dalam kehidupan sehari-hari termasuk pada sektor pendidikan. Upaya pencegahan penularan Covid-19 ini dilakukan secara besar-*

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*besaran, salah satu upayanya adalah meminimalisir kontak fisik dengan sesama dan menghindari kerumunan. Keadaan tersebut mempengaruhi proses kegiatan belajar mengajar di hampir seluruh sekolah di Indonesia. Pembelajaran normal tatap muka yang biasa dilaksanakan berubah menjadi pembelajaran jarak jauh atau pembelajaran dalam jaringan (daring). Hal tersebut juga terjadi di MTs Muhammadiyah Waru, Sukoharjo. Peneliti memilih Mts Muhammadiyah Waru sebagai tempat penelitian karena MTs Muhammadiyah Waru merupakan sekolah yang baru melaksanakan pembelajaran daring secara penuh setelah terjadinya pandemi. Penelitian ini mempunyai tujuan untuk mendeskripsikan pelaksanaan pembelajaran daring dan mengidentifikasi kendala dalam pelaksanaan pembelajaran daring bahasa arab di MTs Muhammadiyah Waru. Penelitian ini termasuk penelitian lapangan dengan pendekatan fenomenologis. Data dikumpulkan melalui wawancara, observasi dan dokumentasi. Analisis data menggunakan deskriptif kualitatif dengan teknik analisis induktif, yaitu mendeskripsikan fakta-fakta yang diperoleh dari tempat penelitian kemudian dianalisis. Hasil penelitian menunjukkan bahwa penerapan pembelajaran bahasa Arab melalui online bertujuan untuk mencapai empat kompetensi; yaitu menguasai keterampilan menulis, mendengarkan, membaca dan berbicara. Kompetensi tersebut dapat dicapai dengan sukses melalui aplikasi Zoom dan WhatsApp kecuali keterampilan berbicara karena keterbatasan waktu. Namun terdapat beberapa kendala dalam pengimplementasiannya seperti kesiapan mahasiswa dalam penerapan pembelajaran serta gangguan yang sering terjadi pada jaringan internet.*

**Kata kunci:** Pembelajaran Daring, Bahasa Arab, Pelaksanaan Pembelajaran

## **A. Introduction**

Arabic is studied in various parts of the world as it the language of knowledge and Islamic civilization. Arabic is also studied in a most Islamic schools in Indonesia as a country with the largest Muslim population in the world. Because of the great danger and transmission of the Covid-19 pandemic, in the prevention of the spread of Covid 19, several arrangements are implemented to prevent and reduce this virus. These arrangements include the mandatory use of masks for every individual leaving the house, the application of social and physical distancing in activities, and the recommendation to stay at home only.

Even other countries responded by locking down, such as in China, Italy, and Malaysia.<sup>1</sup>

The strict health protocol causes obstacles to the implementation of teaching and learning activities. However, the teaching and learning activities in most schools in Indonesia including at Mts Muhammadiyah Waru (Islamic Junior High School) are working on. To carry out school learning in the context of preventing the spread of covid-19, Waru Muhammadiyah MTs teachers are conducting it via online learning.

Online learning itself is learning that uses the internet or online media to connect teachers or instructors with students at a certain time. Online Learning can also be interpreted as the implementation of distance education in the education system to increase equity in quality education.<sup>2</sup> There are many factors and conditions that make it impossible for online learning to be carried out in most schools in Indonesia. These factors include, among others, the cost of online learning is relatively expensive for some Indonesians, secondly, online learning does not maximize student activity and socialization. The third factor is the negative effects that often arise due to the use of cellphones and laptops for students in the form of eye health, and the effects of addiction. Therefore, online learning in the realm of Indonesian education is a new phase and a new challenge for Indonesian education.

Online learning itself is learning that uses the internet or online media to connect teachers or instructors with students or students from different place backgrounds with time or no time linkages. Online Learning can also be interpreted as the implementation of distance education in the education system to increase equity in quality education. In online learning, learning class members are not related to the same place, that is, they can carry out learning in their respective places, namely in their respective places without face-to-face or physical contact, including from the instructor. Because learning places are carried out in their respective places with very minimal physical contact, this is expected to be able to prevent the spread of Covid-19 in school or educational environments.

From the description of the conditions above, the researchers are interested to research online learning practices applied in Indonesia,

<sup>1</sup>Asti Meiza, Fithria Siti Hanifah, Yonathan Natanael, Farid S.Nurdin. 2020. Analisis Regresi Ordinal untuk melihat Pengaruh Media Pembelajaran Daring terhadap Antusiasme Mahasiswa Era Pandemi Covid. 2

<sup>2</sup>Irma Marciana Rumengan. "Pembelajaran Daring Pendidikan dan Pelatihan Aparatur Sipil Negara Badan Pengembangan Sumber Daya Manusia Papua Barat". (Jurnal Teknik Informatika vol.14 no.3Universitas Sam Ratulangi Manado. 2019). 303

especially in Muhammadiyah Islamic MTs. Given the practice of online learning which is carried out on a full-time basis to replace direct schools in full. Also, various challenges and obstacles faced by students and educators because it is the first time doing full online learning to replace schools. The researcher took the research subject, namely the implementation of online learning.

## **B. Key Terms of The Study**

### **1. Online learning**

It is a teaching and learning activity that in the process uses network or online media to connect teachers and students without any ties to the same place. Like the definition above, online learning, especially during the Covid-19 pandemic, is very close to maintaining social distance, so online learning is considered effective because it does not collect students in learning at the same location.

Online Learning can also be interpreted as the implementation of distance education in the education system in an effort to increase equity in quality education.<sup>3</sup> The usage of internet that can be done at anytime and anywhere depend on the availability of the support resources so that interactive telecommunications can occur in it.<sup>4</sup> There are strengths of online learning . One of the advantages of it is that all levels of society in Indonesia can take part in this kind of learning program regardless of the location as long as the availability of the internet access.<sup>5</sup> Moreover, two-way communication or more can be done through online learning. Students can also playback videos or recordings when the material is difficult to understand or want to get deeper into the material so that learning understanding can be improved.

Technological developments allow learning in the classroom is accessible at home and in the surrounding environment.<sup>6</sup> Online class also saves time and effort for students who are living far away from school. Online learning is also one of the right mediums for taking

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<sup>3</sup>Rumengan, Irma Marciana.. *Jurnal Teknik Informatika. vol.14 no.3.*" Pembelajaran Daring Pendidikan dan Pelatihan Aparatur Sipil Negara Badan Pengembangan Sumber Daya Manusia Papua Barat". 2019. 303

<sup>4</sup>Albert Efendi Pohan. *Konsep pembelajaran daring berbasis pendekatan ilmiah* (Purwodadi : CV. Sarnu Untung 2020). 2.

<sup>5</sup>Sobron A.N. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme.* "Persepsi Siswa Dalam Studi Pengaruh Daring Learning Terhadap Minat Belajar Ipa". Universitas Veteran Bangun Nusantara Sukoharjo. 2019. 1

<sup>6</sup>Ibid. Sobron A.N. 1

exams and quizzes with existing technological advances, making it easy for teachers to find out scores automatically.

Online learning also makes teachers easily to distribute materials via various tools such as video, picture, and words document. In addition, the teacher can create and prepare materials or teaching materials that will be given to students anywhere and anytime. This is because online learning is easily accessible anywhere and anytime with internet access.<sup>7</sup>

## **2. Arabic Language**

Arabic language subject is one of compulsory subjects to be taught in Islamic school in Indonesia. It contains speaking, reading, writing skills as a form basic learning of this language. Arabic language is also one of the tools to understand the rich intellectual heritage of Islam.<sup>8</sup> In learning Arabic, there are at least three competencies to be achieved. The first is linguistic competence, where learners are able to distinguish and pronounce language structures, basic grammar theory, and vocabulary usage and usage. The next is communication competence, that is, learners can automatically use Arabic to reveal ideas or things that will be conveyed smoothly and are able to absorb communication from the target language easily. The last one is cultural competence, which is understanding what is contained in Arabic from a cultural aspect, being able to express the thoughts of its speakers, customs, values, arts and ethics.<sup>9</sup>

In learning of the language, listening is the first skill that is acquired in language learning. Listening is not limited to the ability to hear but also to listen without letting go of the context. It is a collection of sound features contained in the vocabularies. From listening skill, a person can know pronunciation patterns, understanding of dialects, language structures, and so on.<sup>10</sup>

Speaking skill is one of the most important skills in language learning. This ability is classified as part of language skills, namely

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<sup>7</sup>Ibid. Sobron A.N. 1

<sup>8</sup>Misbahus Surur, *Cara Mudah Belajar Ilmu Nahwu* (Cilacap: Ihya Media, 2009), 17

<sup>9</sup>Abdurrahman Ibrahim al-Fauzan. *Durus al-Daurat al-Tadribiyah li al-Mu'allim al-Lughah al-'Arabiyah li Ghairi Nathiqin Biha*. (Riyad: Muassasah al-Waqf al-Islami) 2004. 27

<sup>10</sup>Taufik, *Pembelajaran Bahasa Arab MI (Metode Aplikatif & Inofatif Berbasis ICT*. (Surabaya: PMN, 2011), 45

an active and interactive aspect of foreign language.<sup>11</sup> Reading skills in the linguistic aspect may enrich listening skills because the more to read, the more accurate the language skill will be. A person who has the ability to read may obtain information and knowledge from various sources such as magazines, newspapers, books to the news on television in Arabic. Thus learners will get additional language structures ranging from vocabulary, types of expressions and various other terms from the benefits of reading as an additional provision for communicative interaction. As for writing skills are also essential skills for learning Arabic. Because writing is the advanced aspect of learning language skills so that learners can bring out the contents of themselves to people mind with the writing skill.<sup>12</sup>

The learning method is a way of teaching efforts and efforts in delivering learning so that teaching material can be conveyed. In the non-native teachers generally makes use of methods such as learning a foreign language other n yes. The method used by the instructor is adjusted by the users to the rules, patterns and language of the surrounding community. Some of the methods that are often used in Arabic learning include:

Translated grammatical method aims to be able to read literary works in the original language and is oriented towards reading, writing, and translating from the target language. The mother tongue is a medium for learning the target language. The use of Arabic grammar is mainly used to analyze the language structure of the target student.

### **C. The Implementation of Arabic Class**

The results of data collection on the process of online learning Arabic subject at MTs Muhammadiyah Waru are discussed in this chapter. The process of the implementation of Arabic learning via online is aimed to make sure that the students can have four skills. It is based on Mr. Fathoni, a teacher of Arabic subject in that school said that “The goal is the students have four skills in Arabic such as speaking, reading, listening, and writing skills.”<sup>13</sup>

In the learning process, the teacher acts as a educator of the students. After informing to the students on the learning schedules via WhatsApp group, the online learning is started by utilizing Google

<sup>11</sup>Abd Wahab Rosyidi & Mamlu'atul Ni'mah, Pembelajaran Bahasa Arab (Malang: UIN Maliki Press, 2011), 88

<sup>12</sup>Taufik, Pembelajaran Bahasa Arab MI (Metode Aplikatif & Inofatif Berbasis ICT), (Surabaya: PMN, 2011), 53-59

<sup>13</sup>Interview with Muh.NH.AlFathoni,SS on 26 August 2020 st 09.30 a.m

Meet application as a learning media. This is also applied to all subjects including Arabic learning. The learning process is carried out live conference on Google Meet in the same lesson hours.

The Arabic online class is at 07.00 a.m. after the students are getting ready, then live online learning is carried out. This fact is supported by direct interviews with the Student Executive Board, Mr. Fatoni. He said:

*“to manage the online class is the duty of the teachers. The steps were started with checking student attending approximately at 06.45 a.m., the absence is done via Google form, then at 7a.m. It is began with recitation the short surah of Qurān at 07.30 a.m. so the teacher did it all, at 07.00 a.m and then the teacher checked who did not attend the class, the absent student will be called by phone or WhatsApp, just like that, every day is just like that.”*<sup>14</sup>

In the learning process, the teachers acted as a educator with the students; learning together. The learning process runs as what have been conducting in the normal class. When the teacher is explaining the material via Google Meet, the student’s audio is muted so that the voice and video are focused on the teacher, after that discussion session, then the audio from the students is opened to allow the interaction. In the discussion session, and Mr. Fatoni is also using the blackboard and so on.<sup>15</sup>

The condition can be seen from the observations and the interview with the Arabic teacher, Mr. Fatoni. He states:

*“At learning process, the teacher first prepared the class, such as taking the students’ attendance, praying and preparing the class, after that we start learning as usual. In term of the media of learning, I also use the blackboard just like in the normal class, the interaction also runs normally. We usually do discussion, and if there is something unclear, the students can ask some questions. There are also students who ask a question in the Google Meet, and sometimes some of them are asking me via WhatsApp group and direct message.”*<sup>16</sup>

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<sup>14</sup>Interview with Muh.NH.AIFathoni, SS on 26 August 2020 at 09.30 a.m.

<sup>15</sup>Observation in MTs Muhammadiyah Waru , on 16 September 2020 at 07.30 a.m.

<sup>16</sup>Interview with Muh.NH.AIFathoni, SS on 26 August 2020 at 09.30 a.m.

The Arabic online learning process at MTs Muhammadiyah Waru is carried out like face-to-face learning as what was happening in the normal class. The results of data collection in the form of interviews, observations and documentation of the Arabic online learning process at MTs Muhammadiyah Waru are as follows.

- 1) At 07.00 a.m less than 10 minutes the Arabic teachers prepare their respective class, starting with praying to read some short verses from the Holy Qurān.
- 2) After 7 a.m. regular learning begins with each class being taught following schedule of the teacher.
- 3) Arabic learning takes place, the teacher delivers the material. At the time of observation, the material being taught in Arabic by telling the story such as the story of *Isrā' Mi'rāj* of the prophet Muḥammad. When it is done, the teacher will translate the text of the story of *Isra' Mi'raj* of the prophet and students are following and sometimes the students were asked to retranslate it.
- 4) At the beginning of the lesson the teacher conducts interactive question and answer using Arabic, and after the lesson ends the teacher provides motivation to remind the importance of mastering Arabic, study harder and make the best use of time.
- 5) Each class is using one laptop/computer and one hand phone. Every subject is taught in 30 minutes. In a day is five subjects, so that it starts at 07.00 a.m. and ends at 09.30 a.m.

#### **D. Conclusions**

The findings of the study showed that the implementation of Arabic learning via online aims to achieve of four competences; namely to be master in writing, listening, reading and speaking skills. The online learning process is carried out through online face to face teaching via Google Meet media as an alternative and as a way of interactive learning with the students it is also held via combination of WhatsApp applications. For writing, listening, reading skill, it can be taught optimally via online learning. Yet the speaking skill, the teacher encourages the student to imitate Arabic native speaker by providing website link to make them following the way of Arabic natives are speaking.

There are also many factors and conditions that make it impossible for online learning to be carried out in MTs Muhammadiyah Waru, Sukoharjo. Firstly, The students just do not have enough internet



data due to the economic factors, so that many subjects cannot be fully followed by them. These external obstacles, the dependence on an internet data connection and the signal interference, are also very influential that the learning process cannot be carried out optimally. Online learning of Arabic course is still part of a new phase for the students in this school. Secondly the learning process can only focus on knowledge transfer and less optimal on the instilling specific skill to the students. It is because of the lack of teacher-student interaction that may reduce their motivation to learn Arabic language. Correspondingly, some students cannot be enthusiastic in acquiring the knowledge then results on several students just missing from the online class.

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