

Arabic Online Learning at the Islamic Elementary School Level

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Abstract

This study reveals the supporting and inhibiting factors experienced by educators, students, as well as parents when carrying out the online education process for Arabic subjects at Madrasah Ibtida'iyah elementary schools. Field data in the form of interviews and observations will be analyzed in qualitative form and described descriptively. After the researchers analyzed this research, it showed that the online learning process at MI Miftakhul Khoirot caused new problems which were influenced by several factors, both supporting and inhibiting factors. As a result, teachers, students, and parents should be able to adapt to using the online learning system to keep it running smoothly and efficiently.

Keywords: *Online learning, Speack Arabic, Madrasah Ibtidaiyyah*

Abstrak

Penelitian ini mengemukakan faktor pendukung dan penghambat yang dialami oleh para pendidik, pelajar, serta juga orang tua tatkala melaksanakan proses pendidikan daring mata pelajaran bahasa Arab pada sekolah dasar Madrasah Ibtida'iyah. Data lapangan berupa wawancara dan observasi akan dianalisis dalam bentuk kualitatif serta diuraikan secara deskriptif. Setelah peneliti menganalisa penelitian ini menunjukkan bahwa proses pembelajaran daring di MI Miftakhul Khoirot menimbulkan permasalahan baru yang dipengaruhi oleh beberapa faktor, baik faktor pendukung ataupun penghambat. Walhasil, seyogyanya para guru, siswa dan orang tua harus bisa menyesuaikan diri

menggunakan sistem pembelajaran daring agar tetap berjalan dengan lancar dan efisien.

Kata Kunci: *Pembelajaran daring, Bahasa Arab, Madrasah Ibtidaiyyah*

Introduction

Learning Arabic is not something new in Indonesia. Many institutions in Indonesia use Arabic as one of the mandatory materials taught, especially in Islamic schools. What's more, Arabic language education is now starting to be given at the elementary school level (Ananda Alvia & Nadhira, 2020). The aim is to improve Arabic speaking skills, increase understanding of the urgency of learning Arabic and increase understanding of the interrelationships between language and culture. (Fathoni, 2020). So, a Muslim must learn Arabic so that it is easy to understand the treasures of science and Islamic law properly and correctly.

In Islamic elementary schools, Arabic is used as a foreign language lesson that must be learned by students. However, learning Arabic at the Miftakhul Khoirot Islamic Elementary School only focuses on writing, listening, and pronouncing Arabic vocabulary. Through Arabic language learning, it is hoped that students will be proficient in speaking Arabic at an international level.

Indonesia is one of the countries affected by a coronavirus. This virus has spread widely throughout the archipelago. Its rapid spread requires the government to implement a large-scale social restriction system (PPKM) and an online learning system (on the network) for students to prevent the spread of the virus and reduce positive cases of coronavirus. (Novita & Munawir, 2022).

Miftakhul Khoirot Islamic Elementary School is one of the basic Islamic educational institutions affected by this virus. Therefore, all teaching and learning activities are carried out online. Online learning is a new challenge for teachers. Learning systems that are carried out online will cause new

problems and dilemmas experienced by teachers. Problems that arise can be influenced by several supporting or inhibiting factors in their implementation in this school.

Musfi & Karim (2021) students from UIN KH. Achmad Siddiq Jember entitled "The Impact of Covid-19 on the Online Learning Process at the Nu Grenden Puger Elementary School". The focus of Musfi & Karim's writing is to identify the effectiveness of online learning for students as if it was the basis of the COVID-19 pandemic. The differences between the writings of the researchers and those of Musfi & Karim Karim are: (1) the process of learning Arabic online and (2) the inhibiting and supporting factors.

The purpose of this paper is to describe the inhibiting and supporting factors that affect online learning of Arabic at Miftakhul Khoirot Islamic Elementary School.

Method

This study uses a qualitative approach with a descriptive type. While the type of research is field research, namely research conducted in the field to collect data (Sugiyono, 2016). This research was conducted by joining through the Whatsapp application. The author interviewed the teacher in question and made observations by observing the situation and conditions during the online learning process. The interview technique used is unstructured and only contains the core of the problem, namely the supporting and inhibiting factors that affect the online learning process of Arabic at the Miftakhul Khoirot Islamic Elementary School.

Results and Discussion

Definition of Online Learning

Online learning is more popular among the public and academics by using the term online learning. Another very universal word is distance

learning. Online learning is learning that takes place in a network where the teacher and those being taught do not meet face to face (Anugrahana, 2020). According to Isman, online learning means the use of the internet network in the learning process (Zaini & Khoiri, 2021).

On the other hand, Meidawati, et al., online learning can be understood as formal learning organized by schools in which students and their instructors (teachers) are located in separate positions, thus requiring an interactive telecommunications system to connect the two and the various energy sources needed in it. Online learning can be done from anywhere and at any time depending on the availability of supporting equipment used (Efendi Pohan, 2020).

Online learning can also encourage students to be challenged by new things they get during the learning process, both interaction techniques in learning as well as the use of various learning media. students also automatically, not only learn the teaching material provided by the teacher but learn how to learn itself.

So it can be concluded from the various meanings of online learning above, namely learning that is carried out remotely, students and teachers do not meet face-to-face exclusively and requires interactive telecommunication media to carry it out. Technological media used are WhatsApp, Youtube, Zoom, and others.

Definition of Arabic Learning

Learning can be referred to as an activity that exists between educators and students and the success or failure of an educational process is seen from the learning procedures used. The learning process can also mean activity between educators and students in carrying out learning programs. Learning has a purpose, which is to convey teaching to students (Setiyawan et al., 2021). So, learning Arabic is an effort of educators toward students in

learning Arabic interactions so that students can learn things efficiently and effectively.

Definition of Supporting and Inhibiting Factors

According to the KBBI, factors are matters (conditions, events) that contribute to (influence) the formation of a company (Tim Penyusun Kamus Bahasa, 2002). Meanwhile, obstacles in the KBBI are translated into other things, conditions or causes that limit, cross, restrain, and hinder (Setiyawan et al., 2021). So, it can be concluded from the explanation above that the inhibiting factor is something that influences the conditions that limit the formation of something. Then, according to (Lahmi et al., 2020) that the supporting factor is a matter that influences something to change into growing, moving forward, advancing, and developing.

The presence of Covid-19 has created unrest in the way of life of people in the world of education. The Covid-19 pandemic has made schools that are usually face-to-face converted to an online system. For this reason, online learning is an alternative to overcome these problems. Teachers and students must adapt by changing traditional face-to-face education (offline) to online education or distance education. These learning support applications are WhatsApp, Zoom, Google Classroom, Zenius, Quipper, and Microsoft (Nengrum et al., 2021).

During this COVID-19 pandemic, the learning process is carried out online which creates new challenges and problems for a teacher. At first glance, this learning seems instant. However, in reality, when it has entered the implementation stage, some new problems are determined by several factors (Choiri et al., 2021). This is experienced by all teachers, especially the Arabic teacher at this madrasa. The inhibiting and supporting factors in the online learning process of Arabic at the Miftakhul Khoirot Islamic Elementary School.

Inhibiting Factors

The Atmosphere of The House Is Not Conducive: The existence of a less conducive home atmosphere makes it difficult for students to focus on the learning delivered by a teacher (Lamrotua et al., 2021). As a result, students are less serious and get bored easily so they often play around when the teacher is teaching due to the existence of learning media which is also very monotonous.

Limited Interaction: Online learning has an impact on the interaction process between students and teachers which is an exclusive obstacle. Through the application, the teacher limits the interaction of the teacher to control the students during the learning process. The changing enthusiasm and motivation of students are very difficult to monitor by the teacher due to the non-face-to-face learning process in the classroom (Fikri et al., 2021).

Parental Supervision: Government policy changes the work system that was previously done in the office, changed to work from home or all work can be done from home. however, not all workers can do their work from home. Not all companies implement a work-from-home system. This then becomes an obstacle for teachers when students who study from home cannot be accompanied by their parents.

However, the majority of the guardians of students whose jobs are entrepreneurs and farmers. Many of the students cannot follow the learning process well. Parents who cannot accompany their children while studying can also hinder the teacher when distributing assignments. Teachers must also coordinate with parents, in monitoring children's learning activities at home, namely to ensure there is an interaction between teachers and parents (Nengrum et al., 2021).

The collection of assignments is delayed because the assignments given require monitoring, guidance from parents, and documenting (images/videos) the assignments given by the teacher while students are working on them. Moreover, there are still guardians of students from this

school who do not know anything about applications or cannot use Android. And many of them find it difficult, especially the guardians of students whose education level is still a basic level graduate (Rigianti & Prosa, 2020). There are so many when they collect assignments they don't collect because they can't do it. There are still many guardians of students who find it difficult, they are not painstaking and do not even understand because of the lack of knowledge they have. even though the material being shared is sometimes just changing and writing in the book.

Learning Media: The learning media used by the teachers in this school can be said to still tend to be monotonous. As a result, it makes students feel bored when the teaching and learning process takes place. When there is online learning, many students like to joke during the learning process.

To overcome this, teachers took the initiative to make interesting learning media such as videos, even though most teachers also experienced obstacles or limitations in using learning media. The assessment process carried out by the teacher also has the same system as the usual learning assessment system, the assessment given by the teacher in online learning is also given directly when finished learning and it is promised that all students will receive the same score from the teacher.

And it can be said that online learning that is carried out for elementary school children is considered less effective, if it is presented its effectiveness is only about 70%. With this, teachers and parents collaborate to be able to motivate students by giving interesting and fun assignments and all teachers make a video to provide energy and motivation for students even though they are only learning at home.

Those who have a role in the online implementation process are as follows: (1) The principal, his job is to provide a letter of assignment to the teacher to carry out learning activities at home according to the class or

subject taught by the teacher through various online media, as well as reporting the results of learning activities at home. home to the education office. (2) It is the teacher's job to determine the appropriate learning media according to the student's condition so that learning at home can run effectively with interactive media support. (3) Students, the task is to study the material or eye material that has been given by the teacher. (4) Parents, their job is to help children in the learning process takes place.

Network: The distance learning system asks students to prepare an internet network on an android or a decent laptop/computer so that the learning process that follows runs smoothly. In this learning process, of course, there are several obstacles, such as limited learning time because learning time is reduced so that the material presented is not optimal. There are weaknesses in this learning such as the lack of a network or internet quota (Nengrum et al., 2021).

The network that is not normal or wavy and fluctuates causes the audio sound shared by the teacher to be very slow so the process of downloading media in the form of photos, audio, and video takes quite a long time. Finally, the information or material presented by the teacher can take quite a long time which has an impact on students not being able to receive the material properly and smoothly (Rasidi et al., 2021).

Supporting Factors

Learning Media: Online learning varies greatly by using learning media. Educators can access media including google Forms, quizizz, WhatsApp, slides, and learning videos that can be accessed via youtube. The number of learning media mentioned above is a supporting factor and can also be adapted to the subject matter so that it is not boring. Various kinds of learning media make it easier for teachers and students when they want to re-learn the previous material (Pohan, 2020).

However, at this school, Arabic teachers prefer and focus on using the WhatsApp application only as an alternative medium for sending photos, audio, and video in the learning process. The use of video and audio media designed by the teacher aims to make learning that can be shared and accessed via WhatsApp convenient given to students in participating in the online learning process.

Audio as well as video. Learning from WhatsApp can be played back by students anytime and anywhere. What's more, the audio and video that are sent can be repeated so that students can master the material that has been studied.

Learning Apps: Teaching and learning activities during the covid-19 pandemic are carried out online. In learning Arabic the material is delivered directly to make it easier for students to understand. Therefore, we need an online application that can support the online Arabic learning process such as WhatsApp to help distribute subject matter to students. With WhatsApp, it can support learning Arabic online because its use is very simple, practical, and efficient (Alfaini, 2021).

Whatsapp is currently the most popular application for online learning. This application has one feature, namely video calls. With this application, all learning materials, whether photos, audio, or video, can be shared quickly. The reason why teachers prefer WhatsApp is that there is little knowledge and there are some parents who cannot use smartphones. So, only with this WhatsApp application, do many parents understand more about its use and find it very easy to use.

Network: The internet network is very important and vital in online learning because it requires an adequate internet network to access supporting applications. And this is an obstacle to online learning. However, when teachers and students get a normal internet network, the online learning process runs smoothly and the subject matter is delivered well. A

normal network can be one of the factors that greatly influence and support when the online learning process takes place (Ananda Alvia & Nadhira, 2020).

So, it can be seen that many impacts occur as a result of this pandemic case. It is also proven by the existence of inhibiting factors and supporting factors that have occurred in reality in the field. In addition to teachers who find it difficult how to convey the material being taught so that it is easily absorbed into the minds of students and easy to understand. Many students are not serious, get bored easily, and always complain when learning online. Not only that, parents and guardians of students also find it difficult with online learning that is currently being implemented. They are parents and guardians of students apart from working, they also have to be teachers when learning online at home. Because, if the children are still at the elementary level, they need to be supervised and guided a lot, even a lot of them are motivated. As a result, according to the author, online learning is not very effective.

Conclusion

In online learning, new problems arise which are influenced by several factors faced by the teacher during the learning process. Online learning found inhibiting and supporting factors. The inhibiting factors in online learning of Arabic at Miftakhul Khoirot Islamic elementary school are the limited interaction between teachers and students, the lack of supervision of students' parents, and the internet network which is sometimes unstable. While the supporting factors are learning videos that can be played back by students, the use of learning media provides space for teachers and students to exchange information virtually.

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