# Implementation of Arabic Online Learning at Post-Pandemic of Covid 19

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| ARTICLE INFO | ABSTRACT |
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| | Entering the 21st century, education is using technology massively in learning activities, especially during the COVID-19 pandemic which gave way to diverse learning with a variety of models and platforms. Among the two renowned online learning modes are Massive Open Online Course (MOOC) and Learning Management Systems (LMS). This study aimed to illustrate the development of online learning and its implementation into different learning models. A descriptive qualitative design was employed to reveal the phenomenon of preparation and implementation of online Arabic learning post-COVID-19 pandemic with the data obtained from literature and observations. The results show that Lesson Plans and textbooks in PDF and video formats are uploaded to the online platform to support the implementation of online learning. By so doing, different learning models, such as blended, hybrid, and flipped can be carried out following the document format.<br> |
| **Keyword** | Arabic Learning; Online Learning; Online Arabic Learning |

## مستخلص البحث

إن التعليم، الذي يدخل القرن الحادي والعشرين، يستخدم التكنولوجيا على نطاق واسع في أنشطة التعلم، لا سيما خلال جائحة كوفيد-19، وبالتالي فإن التعلم على الإنترنت يولد بمجموعة متنوعة من النماذج والمنصات. وينقسم التعلم على الإنترنت عادة إلى فئتين: MOOOC (دورة التعليم واسعة الإنتشار على الإنترنت) و(learning management system) LMS. استخدمت هذه الدراسة الدراسات وصفية تهدف إلى إظهار ظواهر إعداد وتطوير تعليم اللغة العربية عبر الإنترنت بعد جائحة COVID-19.، والبيانات المستمدة من مختلف المقالات والملاحظات. وكشفت النتائج عن أنه من أجل بناء وتنفيذ التعلم باللغة العربية على الإنترنت، أُجري البحث الأول في شكل برامجيات وبرامجيات وكتب مدرسية بصيغة PDF و/أو أشكال فيديو لكي يتسنى إدماج المواد في منصة الإنترنت، ثم يمكن تنفيذ التعلم على الإنترنت في نماذج مختلفة سواء كانت مختلطة أو هجينة أو مقلبة تبعا لنموذج التعلم المصاغ في وثيقة التخطيط.

| كلمات أساسية | تعليم أونلاين؛ تعليم اللغة العربية؛ تعليم اللغة العربية أونلاين. |
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## INTRODUCTION

In the recent decade, information, communication, and technology (ICT) have undergone a very rapid development. It has transformed from a means of communication and courier of simple into a tool that supports various sectors of life (Husain, 2020) such as finance, expenses, administrative systems, and others. Education, of course, is included in the list with the radical shift from the conventional system to the online system (Irfan et al., 2023; Martin et al. 2022), with some of the world's leading universities open online classes (Aydin, 2017; Beny et al, 2014). Concurrently, several formal institutions offered full online learning, established to support learners in obtaining certificates of competence (Jaramillo-Morillo and al., 2020). Among the samples are open universities and Islamic universities (Aydin, 2017).

In Indonesia, remote learning with ICT support is largely applied. The Indonesian government has encouraged universities to use technology for educational activities (Beny et al., 2014), especially during and after the COVID-19 pandemic. Education with ICT support which was only 10% before the COVID-19 outbreak has reached 98%, meaning that people were grappling with its implementation amidst the chaotic adaptations (Ra et al., 2021; Thahir et al., 2023). Recently, the online learning experience in Indonesia reported experiencing problems up to 83% (Irfan et al., 2023), which leads to a serious task for Indonesian educators.

Hence, deliberate steps must be taken into account based on the phenomenon above on the use of ICT in Education (Debevc et al., 2003). Among the cases are planning, technology, and user training (Mukhtar et al. 2020). This is in line with the notion that full online educational activities call for competent human resources who understand the use of technology that can facilitate them. Nevertheless, the emergence of online technology has given way to various learning innovations (Wan Ab Aziz et al., 2018). Adaptive online learning, for instance, is applied to a variety of learning models for both modern and traditional learning approaches (Kats, 2010). As assumed by Liu, et al., (2020) learning with internet technology has great potential in successful educational activities with internet-based learning and gamification predicted as future learning (Irfan et al., 2023; Liu et al., 2020a).

Unfortunately, this opportunity has not been used well in learning Arabic. Despite the abundant research on the association of learning Arabic with computers and the Internet, studies on online learning development are limited (Itmazi, 2016). This is in line with the study revealing the failure of Arabic learning in Indonesia (Zurqoni et al., 2020) as caused by several factors, such as incompetent teachers, low student interest, and lack of quality textbooks (Muslimin, 2020). Online-based learning technology, on the other hand,

potentially offers solutions to this challenge through the wide opportunities on the Internet (Budiman, 2017; Gil, 2015; Husein, 2020). This means that Arabic learning can also be improved through computers, laptops and phones, enabling anyone to acquire quality learning easily and simply (Tariq et al., 2020).

Accordingly, the Arabic language plays an important role in the global development of human civilization. In the Middle Ages, Arabic made a major contribution to Science (Shareef Abdul Qadeer, 2019) while in the modern era, Arabic is one of the official languages of the United Nations (United Nations, 1974) spoken by more than 200 million people in the world. (Sofyan, 2020). Arabic is not just the language of the Holy Quran but has metamorphosed into a universal language used for communication in various areas of life, in the fields of science, technology, politics, economics, media, and so on(Hamidah, 2019; Muslimin, 2020). In Indonesia, the Arabic language has a special place that is not only studied massively in informal education but is also included in the National Educational Curriculum as stipulated by the Ministry of Religion. It is studied from the primary level *(madrasah ibtidaiyah)* to higher education, with the specified curricula of Arabic language lessons (Izzuddin et al., 2020).

On the other hand, online learning systems through Learning Management Systems (LMS) are massively built nowadays. Among the samples are Moodle, Google, Blackboard, Canvas, D2L, and many more. Moodle is deemed the most popular one (Liu, et al., 2020) used only in both small and large communities through the introduction of Massive Open Online Courses (MOOC). The emergence of LMS or MOOC is of course opportunity to improve the effectiveness and quality of education of Arabic language education.

LMS or MOOC provides many features of learning needs, such as video tutorials, explanatory texts, quizzes, discussion forums, and surveys. Interestingly, a Moodle-based MOOC allows users to utilize new features by searching in the plugin menu, and further discussion on the developer community forum if they do not find what they are looking for. In this case, Moodle is the only open-source LMS program that can be developed voluntarily by the wider public (Lestari, 2014).

Research on ICT in education generally states positive support for the use of online technology and demonstrates its success. Research by Adzharuddin (2013) shows that the use of online technology not only helps facilitate learning but also improves student learning motivation. Veluvali & Surisetti (2022) similarly found that online learning has the potential not only to provide student-centric learning, but also to enhance learning and provide space for innovation and creativity. In Indonesia, it has been reported that despite the implementation of online learning, barriers such as poor networking and incompetency hampered traps that bear solutions to learning communication, enhanced collaborative

learning and open space for expression to students (Yunus, 2021). Another study shows that online learning is very helpful in Arabic language learning activities (Adawiyah, 2020). Different from the previous studies, this present study aims to show the development of online learning and the implementation of its features into different learning modes.

## METHOD

This study employed descriptive analysis to provide an overview of a symptom or phenomenon. The researchers used a qualitative approach to document and carry out library analysis, with data sources obtained from educational institution manuscripts that regulate learning activities in the institution. The researchers are a part of the research source. This follows the principle of qualitative research where researchers attempt to determine the meaning of a phenomenon from the viewpoint of the participants. One of the key elements of data collection is thus to observe behavior by engaging in their activities (Creswell, n.d.). In a similar vein, Sugiyono (2013) states that in qualitative research, the instruments are people or human instruments, that is, the researcher himself. To be instrumental, researchers must have a broad supply of theory and insight, so that they can ask, analyze, photograph, and construct social situations that are studied to be clearer and more meaningful (Sugiyono, 2013).

## RESULTS & DISCUSSION

**Arabic Language Learning**

Learning Arabic is like any other learning activity that directs learners to obtain new skills that include cognitive, affective, and psychomotor. In this regard, before the learning activity, a plan should be tailored which contains learning objectives, learning experiences, learning media, and evaluation, as well as the learning objectives as the expectation towards the individual upon their learning to know whether they reach the desired goal or knows the level of mastery.

The goal of learning the Arabic language should bring the student to master the communicative competence that includes four language skills i.e. listening, speaking, reading, and writing because the ultimate goal of language learning is to bridge meaningful communication in the society. To master communication competence in English or France, for example, levels are introduced such as CEFR A1, A2, B1, B2, C1, and C2 and or ACTFL A1, A2, B1, B2, C1 and C2. It can be

said that the determination of target standards and material standards can be adjusted according to the student's needs.

To achieve the goal of mastery of communicative competence in language learning, the implemented learning models should be directed at learning that builds authentic and meaningful learning creativity, such as project-based learning models, case-based study models, investigative learning models, and others. For such a learning model to be effective, it is necessary to have a textbook that provides explanations and instructions to carry out clear and directed activities and tasks.

In this case, learning materials are essential to facilitate student-centred learning that provides extensive opportunities to develop creativity. It requires media that not only serves as a monitoring tool for learning progress, but also provides wide and flexible learning options for both learning in and outside the classroom, both individually and in groups, accompanied by tasks based on objective tasks and authenticity and creativity that combine low-thinking elements or LOTS and high-thinks elements of HOTS. Hence a structured textbook based on student-oriented needs coupled with accessible online learning technologies can be presented in the forms of PDF materials, video descriptions of materials, and online exercises.

**Compilation of online Arabic learning**

The most important elements of online learning are: 1) PDF teaching materials and video explanations, 2) exercises and evaluation, and 3) online platforms.

**Text teaching materials**

Teaching materials in language learning are one of the keys to successful learning (Ahmed, 2017; Richards, 2001). To support differentiated learning, teaching materials can be presented in the form of printed and non-printed books. It is structured in a systematic form of sub-target learning access that leads to primary learning access which allows students to learn independently without the help of teachers (Ahmed, 2017). Thus, teaching is a compilation of various elements that guide students' access, which are easily targeted on the direct material. Therefore, the combination must include interesting illustrations that help explain the main material (Hill, 2013), and end with exercises (Muhaiban, 2016) to evaluate students' mastery. Hence, teaching material must be well-structured and interestingly combining various elements ranging from the materials themselves, images, and barcodes to produce sound or video on devices. The composer can further use graphic design software such as Photoshop, artificial effects, or Corel Draw.

**Picture 1. Design of teaching materials with Photoshop**

## Explanatory Video Teaching Materials

Once the editor has successfully compiled the lesson plan and textbook, the next step is to create a video that serves as a textbook and director of learning activities and tasks. To create this video, the editor can transform some elements of the textbook into video displays to merge. These elements are generally:

Instructor video explaining the material

To create an instructor video that explains the material you need: 1) a soundproof studio/ room; 2) a camera with at least 24MP features, a DIGIC 7 processor, ISO 100-25600 and Flip Screen; 3) an external voice recorder device to capture a clearer sound without any interference from other sounds.

Video screen that captures the material being explained

When the instructor explains the material, the instructors also record the material being described. Once the elements for making the video discussion of the lesson are ready, the next step is to combine the elements in one video. For video editing, users can use video editing software such as Corel Audio Studio, or Adobe Artificial Effects. Through such software, we can insert additional material such as images, writing, running text, sound, and video or remove unnecessary things on the video we have already recorded.



**Picture 2. Learning Video Design with Corel Video Studio**

Online Learning Software

Once the online learning material is ready in both textbook and video form, the next step is to put it into the online platform. The number of online learning providers is excellent, but generally, they can be distinguished between: 1) online learning, 2) LMS, and 3) MOOC. Online learning is all learning that uses both structured and unstructured online technology. Meanwhile, LMS is exclusive to a particular educational institution, and MOOCs have structured learning access with no participant limitation. Here are some structured online platforms that can be used for online learning. *First*, Google education. To put online material into Google Education, we must have a Google account. However, to be able to use various Google applications, we should use the Google Suite version. For example, make an account named *arabic.gampang@gmail.com* after joining the Google Suite, and change to *student@arabicgampang.com.* Google Education is a combination of various applications developed by Google that can be used for learning activities such as Google Classroom, Google Forms, Google Meet, Google Drive and others. To be able to use Google Education openly, users are advised to have a Google Suite so that they can integrate the entire Google application which is then used as a feature in online learning.
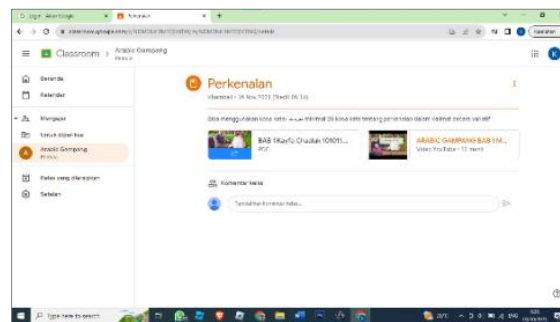


**Picture 3. Appearance of online learning using Google Classroom**

*Second*, Moodle. To put online material into Moodle, we have to download the software at *https://moodle.org/* and then install it on the server. From here, we can create as many accounts as needed. Moodle is a free online learning software that provides the features needed for online learning. To operate the Moodle software, users must have a server, which comes at a very expensive cost. It is recommended to rent hosting on the server of a rental hosting provider by creating a dedicated web domain. There are many host provider servers in Indonesia, namely, the transactions of hosts, Nusantara, and others. Once you have web hosting on the server, you can install Moodle and operate it for learning activities.
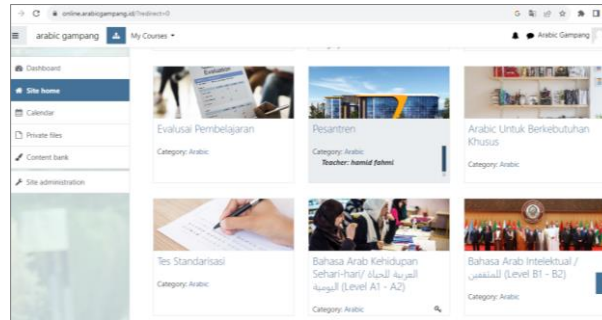
**Picture 4. Appearance of online learning using Moodle**

*Third*, Spada Spada is an online learning platform owned by Kemendikbud. Anyone can become an online broker. To put online learning materials into Spada, we can contact the source at *http://mooc.seamolec.org/* and request to make a statement of product authenticity. This is important to make online learning free and accessible to anyone. Next, upload all materials into Spada.



**Picture 5. Online Learning Performance using Spada**

*Fourth*, Udemy. Udemy is a video-based and profit-based online learning platform. To put online learning into Udemy, we have to create an account and select a teacher account. By so doing, we can fill in the teaching material template provided by the platform with our own, such as learning videos and exercises. Since online learning at Udemy is profitable, there will be a monthly report on the progress of the course, the number of applicants, and the financial report.
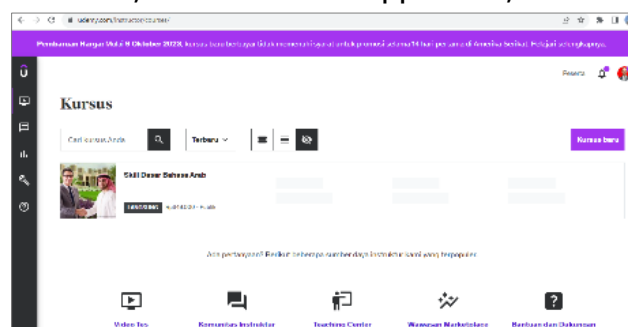


**Picture 6. Online Learning performance using Udemy**

## Implementation of Online Learning

The creator of the online learning system can utilize it for a variety of online learning modes after it is established. Generally, online learning can be used in

the form of: 1) full online, and 2) conventional class support. The choices must be based on the Indonesian government policies that allow study programmes and/or universities to undertake full online teaching (Persyaratan dan Prosedur Pendirian Perguruan Tinggi Swasta Penyelenggara Pendidikan Jarak Jauh Pendidikan Akademik, 2020) such as Open University, Cyber University, and some study programs at some universities, such as the University of Indonesia or Gajah Mada University. There is also a government policy that calls on universities across Indonesia to implement online learning with a maximum portion of 50% online. (Surat Edaran Tentang Penyelenggaraan Pendidikan Di Perguruan Tinggi, 2022). In addition, the maker can offer learning on various online MOOC learning platforms such as Udemy and Spada.

Henceforth, online learning for conventional class support can be done in a blended, hybrid, or flipped, (Irfan et al., 2023; Jaramillo-Morillo et al, 2020). Such learning modes arise because of the strategies for achieving learning goals embedded in certain learning models such as Project Learning, Case-Based learning, and student-centred learning and others may evolve in the future (Volchenkova, 2016) following the implementation of online learning.

## CONCLUSIONS

Online learning can be implemented if the developer takes into consideration: 1) measurable learning outputs; 2) printed and non-printed textbooks that compile lesson plans, teaching material, sub-access learning, instruction to carry out learning activities, materials, illustrations, additional references, barcodes that direct to additional reference, and exercises; and 3) video discussion of teaching materials that continues textbook.

To compile a textbook, it is recommended to use graphic design software, such as Photoshop, to integrate a variety of teaching materials that support access to learning sub-accesses. This will make learning more well-structured and interesting with the blend of graphics and colors. Once the textbook has been compiled, the next step is to explain the material taken in the video. To enable the process of various sources in a video tutorial, the developer can use video editing such as audio corel.

If the developer already has a textbook and video that explains the lessons from the book, then the materials are ready to be put online, either on profit-based platforms like Udemy, or non-paid platforms such as Spada. The developers also have choices in LMS-based Platforms owned by formal educational institutions, or MOOCs such as Coursera or Indonsiax. The implementation of learning can be done fully online or for conventional learning support through blended, hybrid, or flipped learning.

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