

IMPLEMENTATION OF ONLINE ARABIC LEARNING IN THE NEW NORMAL ERA IN MADRASAH ALIYAH NEGERI 1 MUARO JAMBI

Mutia Annisa

Email: mutiaannisa945@gmail.com

Arabic Language Education Study Program, Faculty of Teacher
Training and Education, Jambi University, Indonesia

Eva Iryani,

Email: evairyani@unja.ac.id

Lecturers of Arabic language education study program, Faculty of
Teacher Training and Education, Jambi University, Indonesia

Muhammad Sobri

Email: muhammadsobri@unja.ac.id

Lecturers of Arabic language education study program, Faculty of
Teacher Training and Education, Jambi University, Indonesia

Abstract: This study aims to describe the implementation of online-based Arabic learning in the new normal era at MAN 1 Muaro Jambi. This research was conducted at MAN 1 Muaro Jambi in January-March 2021. This type of research was descriptive qualitative with phenomenological research type. The data from this study were obtained through observation, interviews and documentation as supporting data from the results of observations and interviews. The results of this study indicated that the implementation of online-based Arabic learning was carried out quite well, namely before the implementation of learning the teacher makes a lesson plan. In practice, the teacher used the madrasah e-learning application and whatsapp, the method used was the lecture and assignment method, The media used were pdf and photos of learning materials, the assessment carried out was an integrative assessment, which was a combination of knowledge, attitudes, and skills assessments. However, there were obstacles in the implementation of online-based Arabic learning, where there were students who did not have a device, the inability of students to buy quotas, the unstable internet network, there were many tasks that given by the teacher, the teacher found it was difficult to observe student development, and the lack of learning methods. The supporters of the implementation of online-based Arabic learning were the provision of free learning quota subsidies for students who did not have a device to ride with their friends or make assignments to madrasah so that there was an increase in the quality of teachers in utilizing technology.

Keywords: Implementation, Learning Arabic; Online Based, New Normal

PRELIMINARY

The Covid-19 pandemic which initially appeared locally in Wuhan-China at the end of December 2019 has hit almost all of countries around the world and including Indonesia¹. As a result, many public activities are diverted with their main activity centers at home. This situation is a new reality that is also experienced by the world of education around the world, which leads to the closing of schools, madrasas, universities and Islamic boarding schools.

On March 9, 2020 through the circulars of the Ministry of Education and Culture (KEMENDIKBUD) Number 2 of 2020 and Number 3 of 2020 regarding the prevention and handling of corona virus disease (Covid-19), KEMENDIKBUD gave instructions to State/Private Universities, All Heads of Service Higher Education, All Heads of Provincial Education Offices, All Heads of Regency/City Education Offices, and all Heads of Technical Implementation Units of the Ministry of Education and Culture to carry out online learning and work from home in the context of preventing the covid-19 virus².

After several months of facing the corona virus disease 2019 (Covid-19) pandemic which requires us to work, study, worship from home. Recently, we have entered a new phase of life during the Covid-19 pandemic, it called the New Normal. During the New Normal period, learning of course returns to normal times, learning that takes place at school³. Of course, it is necessary to implement a learning system that can combine face-to-face learning, online learning, offline learning, and implementing health protocols.

Language learning is very necessary in today's era considering the function of language as a communication tool. Learning a language is neither easy nor difficult. Easy or difficult language learning depends on the individual students themselves, learning conditions and all aspects of learning.

¹ Maria Florentina Rumba, Margaretha P.N Rozady, Theresia W. Mado, *New Normal: Analisis Penerimaan Menggunakan Balance Score Card*, Jurnal Riset Teknologi dan Inovasi Pendidikan (JARTIKA), Vol.3, No.2, Juli 2020, h. 397

² Circular Number 2 of 2020 and Number 3 of 2020 concerning Prevention and Handling of Corona Virus Disease (Covid-19), 2020

³ Maria Florentina Rumba, Margaretha P.N Rozady, Theresia W. Mado, *Op.Cit*, h. 399

One of the subjects at school is Arabic, which includes reading, listening, speaking and writing lessons. The purpose of language learning is to seek and develop students' abilities in the use of language, both orally and in writing.

Based on observations and interviews conducted by researchers in July 2020, it appears that the implementation of learning that takes place at Senior Islamic School (MAN) 1 Muaro Jambi is online-based learning, Madrasah E-learning and Whatsapp are applications that is used in online-based Arabic learning in class XI MIA- XI IIS 3. The researcher also found that the teacher had prepared an online-based Arabic lesson plan that was in accordance with the emergency curriculum guidelines. The emergency curriculum guide was a guide to the learning mechanism that could be used as a reference by the education unit in planning and implementing the learning process during an emergency.

Seeing the importance of implementing learning in the New Normal era and referring to some of the explanations above, the researcher was interested in studying the title "Implementation of Online-Based Arabic Learning in the New Normal Era at MAN 1 Muaro Jambi Academic Year 2020/2021"

THEORETICAL BASIS

1. Implementation of Online Learning

The word implementation comes from English, it is "implement" which means to carry out. In the English-Indonesian dictionary Implement means implementation⁴. Meanwhile, according to the Big Indonesian Dictionary implementation is the implementation or application⁵. In terms of language, implementation can be interpreted as implementation, implementation or fulfillment. Implementation is an activity that has been planned to be carried out with reference to certain norms in order to achieve the objectives of the activity, so implementation is not just an activity but has a purpose.

Implementation can also be interpreted as a leader's effort to motivate or provide encouragement in himself to carry out the activities or tasks assigned according to the plan, then from the plan carried out with a

⁴ John M. Echols & Hassan Shadily, *Kamus Inggris Indonesia*. (Jakarta: PT Gramedia, 2014), h.391

⁵ Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2002), h. 102

certain mechanism⁶. So it can be concluded that implementation is the activity of carrying out or implementing a plan that has been prepared with a certain mechanism and requires leadership, skills, and motivation to achieve the expected goals.

According to Azhar, learning is everything that can bring information and knowledge in the ongoing interactions between educators and students⁷. So learning is an activity of delivering information from teachers to students.

According to Isman (2016) online learning is the use of the internet network in the learning process⁸. So it can be interpreted that online learning is learning that takes place in a network where teachers and students do not meet face to face.

According to Kearsley in Zimmerman, in online learning, interactions between students and teachers and other students certainly occur online as well. The technology used for synchronous interactions such as video-conferencing and online chat, while for asynchronous interactions such as e-mail and discussion boards⁹. Meanwhile, the interaction of students with learning materials is the core of learning activities where students actually carry out learning activities with an effort to understand the material being studied through reading activities, making highlights, making summaries, or working on practice questions.

2. Arabic Learning

The word "language" in Indonesian is equivalent to the word "lughat" in Arabic, and "language" in English. Until now "language" has various definitions, some say language is a word that is spoken and written. Others state that language is a means of communication for humans. Others state that language is as verbs, nouns, expressions, sentences, and so on that are learned in school. There are also those who define language only as a collection of rules or rules and words¹⁰.

Therefore, from some of the opinions above, it can be understood that learning Arabic is a person's conscious effort to express all the

⁶ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), h. 40

⁷ Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*, (Purwodadi: CV Sarnu Untung, 2020), h. 1

⁸ Ibid, h.2

⁹ Tian Belawati, *Pembelajaran Online*, (Banten: Universitas Terbuka, 2019), h.38

¹⁰ Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: Humaniora, 2015), h. 18

circumstances in the conversation, by using spoken language that is understood by others in the process of presenting the material to be taught in a systematic and directed way so that people who are taught can get changes and can be used by students.

In the regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning Competency Standards and Content Standards for Islamic and Arabic Education. The regulation states that the objectives of Arabic subjects are as follows¹¹:

- (a) Develop the ability to communicate in Arabic greetings, both oral and written, which includes four language skills, they are listening, speaking, reading, and writing.
- (b) To raise awareness about the importance of Arabic as one of the foreign languages to become the main learning tool, especially in studying the sources of Islamic teachings
- (c) Develop an understanding of the interrelationships between language and culture and broaden cultural horizons. Therefore, students are expected to have cross-cultural insight and involve themselves in cultural diversity.

RESEARCH METHODS

This research is a descriptive qualitative research with phenomenological research type. The sources of data in this study were the head of the marsah, Arabic teacher and several students of class XI MIA-XI IIS3 who were selected purposively. The technique of collecting data was through observation. The type of observation that researcher used in this study was non-participant observation. According to non-participant observation does not require researcher to be directly involved in the research location¹², because this was due to considering the conditions in the midst of the current Covid-19 pandemic. In addition, researcher also used interviews. In this study, researcher used telephone interview techniques, where researcher interviewed participants by telephone. According to Creswell this type of interview has the advantage that foam participants are more free to provide historical information¹³.

¹¹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: PT Remaja Rosdakarya, 2018), h.40

¹² John W. Creswell. *Research Design Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*, (Yogyakarta: Pustaka Pelajar, 2016), h. 254

¹³ Ibid, h. 254

The form of documentation in data collection was by asking directly to the head of the madrasah regarding online-based Arabic learning.

All data obtained from informants after data collection, then analyzed by technical analysis that refers to the opinion of Miles and Huberman which included data reduction, data presentation, conclusion drawing and verification. To ensure that the data was in accordance with what was conveyed by the informants, the researcher conducted a validity and reliability test.

RESULTS AND DISCUSSION

1. Planning for the implementation of Online-Based Arabic Learning in the New Normal Era

Based on the results of research that researchers did by collecting data by observation, interviews, and supported by documentation, it can be seen that the implementation of learning at Madrasah Aliyah Negeri 1 Muaro Jambi is carried out online. According to Munir (2016) online learning is the use of the internet network in the learning process¹⁴. So it can be interpreted that online learning is learning that takes place in a network where teachers and students do not meet face to face. This is in accordance with the circular letter of the Ministry of Education and Culture number 4 of 2020 regarding the policy for implementing education during the emergency period of the spread of COVID-19 that learning is carried out remotely or from home. The policy carried out by the head of Madrasah Aliyah Negeri 1 Muaro Jambi is where the implementation of learning that requires teachers and students to be carried out online.

In online learning during the new normal, Madrasah Aliyah Negeri 1 Muaro Jambi has been carried out quite well. In online learning, the teacher always made an online learning implementation plan (RPP) in accordance with the emergency curriculum guidelines to support the implementation of the learning process. The online learning implementation plan (RPP) that was prepared includes preliminary activities, core activities, and closing activities. The teacher also prepared learning materials that would be studied by students, so that teachers can explained learning materials well to students. The teacher also prepared

¹⁴ Albert Efendi Pohan, *Op. Cit*, h. 3

the learning media that would be used in the form of voice recordings regarding the explanation of the material taught during the learning process. The teacher also determined the application that would be used during the learning process.

2. Implementation of Online-Based Arabic Learning in the New Normal Era

Based on the results of observations and interviews that researcher conducted with Arabic language teachers and students of class XI MIA-XI IIS3 that the implementation of learning was carried out online by using madrasah E-learning and whatsapp. Madrasah e-learning is a website specially designed by the Ministry of Religion for the implementation of learning during the COVID-19 pandemic independently under the supervision of the Ministry of Religion, Madrasah, teachers and parents of students¹⁵. Madrasah e-learning is considered to be able to change a new atmosphere in various learning developments in the world of education. However, because the capacity for e-learning at the Madrasah Aliyah Negeri 1 Muaro Jambi is small, the e-learning Madrasah is only used for attendance. As for learning, the WhatsApp application is used.

In the preliminary activity, the teacher opens the lesson by greeting, then asks students to take attendance at the madrasah e-learning. Then in the core activity that is the implementation of learning, it can be seen that the delivery of learning materials is clearly conveyed, the media used by the teacher is the teacher sending subject matter to students using learning media in the form of pdf or photos of the subject matter. Then the method used is the lecture method, this is in accordance with the results of observations where the teacher explains the subject matter via voice messages on the whatsapp group. Furthermore, in the closing activity, the teacher gives assignments to students. The assignment method is a way of presenting learning materials where the teacher gives certain tasks so that students carry out learning activities, then they must be accounted for¹⁶. Because learning is carried out online, the teacher gives more assignments to students. Based on the results of observations and interviews, the researcher carried out the tasks given in the form of memorizing mufrodat,

¹⁵ Siti Nurul Fitriani, Syarifah, & Ali Susanto, *Pembelajaran Bahasa Arab Interkatif Melalui Media E-Learning Madrasah Di MTSN 1 Kota Malang*, Tarbiyatuna: Jurnal Pendidikan Ilmiah, Vol.5, No. 2, Desember 2020, h. 163

¹⁶ Isriani Hardini dan Dewi Puspitasari, *Strategi Pembelajaran Terpadu*, (Bandung: CV Pustaka Cendikia Utama, 2012), h. 50

writing, translating Arabic to Indonesian or vice versa from Indonesian to Arabic and compiling sentences.

Furthermore, this is also in accordance with the regulation of the Minister of Religion of the Republic of Indonesia number 2 of 2008 concerning the content standards of Islamic religious education and Arabic, which states that the purpose of Arabic subjects is to develop communication skills in Arabic, both written and oral, which includes four skills, listening, where students listen to the explanation given by the teacher through voice messages. Speaking, where students collect mufrodat memorization tasks through voice messages. Reading, when the teacher sends material and students are asked to read the material, and writing, where students are given an assignment to write or are given an exercise.

3. Assessment and Evaluation of the Implementation of Online-Based Arabic Learning in the New Normal Era

The evaluation based on the results of observation and interview that is by hold a web-based mid-semester exam using a google form with multiple choice questions and automatically the scores will come out immediately after carrying out the mid-exam.

The evaluation instrument used with the decree of the director general of Islamic education number 2791 of 2020 concerning emergency curriculum guidelines for madrasah and circular letter number 15 of 2020 concerning guidelines for organizing learning from home in an emergency period of the spread of the corona virus disease (covid-19) about aspects of the assessment include knowledge, attitudes and skills.

Based on the results of observations and interviews about knowledge assessment, that the assessment of knowledge in online learning is seen from the tasks given by the teacher to students, in the form of daily grades, mid-semester grades and end-of-semester grades.

As for what is meant by the value of attitudes is about how the attitudes or student's tendencies in learning. Based on observations and interviews about how students respond to the implementation of learning. So here the teacher is required to be able to create a learning atmosphere so that students can respond learning process positively.

As is the aspect of how the skills are skills students in completing the task that is based on observations and interviews is whether the student has been skilled in reading Arabic.

4. Constraints In Arabic Language Learning Implementation Based Online In New Normal Era

Based on the results of observations and interviews with the madrasah principal, Arabic teacher and class XI MIA -XI IIS3 students, the obstacles experienced were as follows in the implementation of learning there were still students who did not have a mobile phone and limited internet quota. This is in accordance with Pohan's opinion (2020) regarding the financial problems experienced by students where students in Indonesia do not have the same good economic situation, this is a very serious problem because many students cannot participate in online learning due to material constraints¹⁷. The next obstacle is the unstable internet network that requires students to leave the house, this is certainly not in accordance with the principle of implementing learning from home, this is in accordance with Pohan's opinion (2020) regarding the availability of infrastructure. the implementation of learning in the network does not run properly¹⁸.

5. Supporting Implementation-Based Learning Arabic Online In New Normal Era

Based on the results of observations and interviews with madrasah principals, Arabic language teachers and students of class XI MIA -XI IIS3 as for supporting the implementation of learning is by providing free quota subsidies to teachers and students, teachers are also facilitated by the presence of wifi in madrasahs, this online learning can be accessed wherever and whenever, for students who do not have an android device (mobile phone), the teacher can contact students via sms, but for students who do not have a device at all, they can ride with their friends who have devices.

CONCLUSION

The implementation of online learning is carried out referring to circular letter number 4 of 2020, then the teacher plans the implementation of learning by making RPP (lesson plan) which refers to the emergency curriculum guide, in the implementation of learning the teacher uses the e-learning application to take attendance, while for learning the teacher uses the whatsapp application, as for the media used in the delivery of the material is in the form of pdf and photos of learning materials, the learning

¹⁷ Albert Efendi Pohan, *Op. Cit*, h.5

¹⁸ *Ibid*, h.4

method used is audio-visual based, namely the lecture method and assignment, the assessment carried out is an integrative assessment, which is a combination of knowledge, attitudes, and skills assessments.

The obstacles experienced in the implementation of online-based Arabic learning that there were students who did not have a device, limited quotas and the inability of students to buy quotas, unstable internet network, too many tasks given by the teacher, students find it difficult to understand learning, teachers find it difficult observing student progress and lack of variety in teaching methods.

While, supporters of the implementation of online-based Arabic learning at MAN 1 Muaro Jambi were by being given a free study quota subsidy, students who did not have a device can ride with their friends or make assignments to madrasah, there was an increase in the quality of teacher quality in utilizing technology.

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