

ARABIC TEACHER'S EXPERIENCE IN OVERCOMING ONLINE-BASED LEARNING PROBLEMS AT ISLAMIC SENIOR HIGH SCHOOL 1 JAMBI CITY

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Abstract: This thesis discusses the Experience of Arabic Teachers in Overcoming Online-Based Learning Problems at Islamic Senior High School 1 Jambi City. Teacher experience is an event that has happened to a teacher so that from that experience can be taken lessons and conclusions and for teachers can be a reference in teaching. From the existence of experience, there will be a good learning process. This research aims to find out how the experience of Teachers of Arabic Islamic Senior High School 1 Jambi City in overcoming problems in carrying out the teaching and learning process at Islamic Senior High School 1 Jambi City and know the efforts made by Arabic teachers. This research is descriptive qualitative research using observation, interviews and documentation in data collection techniques. While the data analysis techniques used are data reduction, presentation of conclusion drawing data. The data validity technique used is triangulation.

Keywords : Teacher Experience, *Online Learning Problems*

PRELIMINARY

Teachers and learners of Arabic are faced with problems both sourced from Arabic itself and from outside sources. In general, there are

three problems of Arabic language learning: linguistic problems, methodological problems and sociological problems ¹

Coupled with the situation of the Covid-19 Pandemic which is a problem in the world today, to disrupt the conventional teaching and learning process. The rapid spread of Covid-19 from Europe and Asia to the rest of the world makes the implementation of face-to-face learning as usual in educational institutions such as schools and universities should turn into online learning that uses online media as a solution in the Covid-19 Era in the learning process in the World, and also as an action to reduce the spread of Covid-19.²

THEORETICAL BASIS

1. The Nature of Learning Experience

Experience is a source of knowledge, or it is a way to obtain the truth of knowledge.³ Whereas according to the Great Dictionary of Indonesian Language⁴ experience is something that has been (experienced, lived, felt, borne, and so on) can be either good or bad events.

2. Definition of Teachers

Teachers in the Great Dictionary of Indonesian Language (KBBI) people whose jobs (livelihoods) teaching. Thus, people whose professions teach are called teachers. Whether it is a teacher at school or elsewhere.

3. The Role of Teachers in the Teaching and Learning Process

The presence of teachers in the teaching and learning process still plays an important role. The role of teachers in the teaching process cannot be replaced by machines, *radios*, *tape recorders* or by even the most modern computers.⁵ The role of teachers in the teaching and learning process include: Teachers as demonstrators, teachers as class Islamic Senior High Schoolagers, teachers as mediators and facilitators and teachers as evaluators.

¹ Arif Suprayitno, *Problematika Pembelajaran Bahasa Arab DI MI Ma'arif Petet Enterpretif Kulon Progo* (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2013), p. 13.

² Nadia, 'Sistem Pembelajaran Daring Menggunakan Media Online Pada Era Covid-19' (Malang, 2020), p. 13.

³ S Notoatmodjo, *Perilaku Kesehatan* (Jakarta: Rineka Cipta, 2018), p. 5.

⁴ K.B.B.I., 'Pengertian PengalaIslamic Senior High Schoolmenurut Kamus Besar Bahasa Indonesia. Diakses Pada', n.d., p. 5.

⁵ J Hamdayana, *Metodologi Pengajaran* (Jakarta: PT. Bumi Aksara, 2016), p. 29.

4. Arabic

In Indonesia, the majority of the population is Muslim, it is very common if Arabic is more widely learned and widely used by various circles of society. Arabic is not a language for Muslims only, but also non-Muslim or non-Islamic languages.⁶

5. Definition of Problematic

The term of problema / problematika comes from the English language that is *problematic* which means problem. While in Indonesian, problema means things that can not be solved; causing problems; problems; situation that can be defined as a difficulty that needs to be solved, overcome or adjusted.⁷

6. Online-Based Learning Problems

Teachers Problematic In Teaching, there are several problems experienced by teachers in the teaching and learning process according to Hj. Nurul Ulfatin, quoted by Burhanuddin et al, among others:

- a) Problems in making learning plan
- b) Problems in carrying out the learning process
- c) Problems in mastering the subject matter

7. Student Problematic In Learning

In the process of learning- teaching of course students experience problems or obstacles in the opinion of Muhibbin,⁸ caused by two factors, among others: first internal factors of students, namely things or circumstances that arise from within the student himself. Second, external factors of students, namely things or circumstances that come from outside the student's self include all situations and environmental conditions that do not support the learning activities of students.

8. Efforts to Overcome Online-Based Learning Problems

According to Sri⁹ efforts in addressing online-based learning problems can be overcome by understanding aspects of children's development. The aspects of children's development include; Cognitive, Physical, Social, Language and Affective.

⁶ A Muradi, *Tujuan Pembelajaran Bahasa Asing (Arab) Di Indonesia* (Jakarta: Prenada Media Group, 2016), p. 30.

⁷ S Rajasa, *Kamus Ilmiah Populer* (Surabaya: Karya Utama, 2002), p. 12.

⁸ R. W. Tyler, *Basic Principles of Curriculum and Instruction*. (Chicago: University of Chicago press., 2013), p. 34.

⁹ M H Idris, *Strategi Pembelajaran Yang Menyenangkan* (Jakarta Timur: PT. Luxima Metro Media, 2014), p. 143.

RESEARCH METHODS

1. Types of research

The type of research that the authors use in this study is field research using phenomenological approach, the use of this method on the grounds that the focus in this study is a form of problematic as well as solutions experienced by teachers in online learning. This research was conducted to obtain data from concrete problems in the field in the form of information in the form of sentences that give an overview, attitude, and enthusiasm when following learning. This research is qualitative research, while researchers as key instrument, qualitative researchers collect themselves through observation, documentation and interviews with participants.¹⁰

2. Source of Data

In qualitative research, data collection is conducted in *natural conditions* (natural settings), primary data sources, and also more data collection techniques on participant *observation*, *in depth interview* and documentation.¹¹

3. Techniques of Data Collection

This research is descriptive design with phenomenological approach so that the instruments that can be used are guidelines on observation, interview and documentation.¹²

4. Procedure of Data Analysis

In this study, researchers used interactive data analysis techniques. This technique consists of three stages of activities that must be taken by researchers, namely presentation, reduction and withdrawal of conclusions from the data.

5. Focus of Research

The focus of this study is a form of the largest line into a heart of research conducted by researchers, in this case making a method of observation and also analysis of the results of the study so that it will be

¹⁰ J Creswell, *Research Design* (Yogyakarta: Pustaka Pelajar, n.d.), p. 248.

¹¹ Sugiyono, *Metode Penelitian Kualitatif (Untuk Penelitian Yang Bersifat Eksploratif, Interaktif Dan Konstruktif* (Bandung: Alfa Beta, 2018), p. 215.

¹² John W Creswell, 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research', *Educational Research*, 2012, p. 254.

more directed among each other. The limitations of problems in qualitative research are called focus, which contains common problems.¹³

6. Phenomenological Research

The word *phenomenology* comes from the Greek *fenomenon* which has the meaning of a visible, which is seen because of the inaccuracy in The Indonesian commonly used term *symptomatic*. Thus, phenomenology is a tradition that talks about *phenomenon* or everything that appears. It can also be said that phenomenology is a research approach that has emic perspective properties. In the other hand, research that uses perspective based on what researchers see and obtain and the facts of the original phenomenon studied, not based on the researcher's perspective on a fact of the phenomenon. Researchers explain the actual state, as it is without consideration of the idealism of individual researchers.¹⁴

RESULTS AND DISCUSSION

This research was conducted for two months, precisely on February 16, 2021 – April 16, 2021. Researchers found sharing a variety of experiences of Arabic teachers in overcoming the problem of *online*-based learning at Islamic Senior High School 1 Jambi City. As a result of the two-month study, the Arabic teacher explained that there are 3 problems experienced during online-based learning and solutions used by Arabic teachers in *online*-based learning at Islamic Senior High School 1 Jambi City, namely: Obstacles in terms of internet services (network) can be overcome by extending the time to deliver materials and submit assignments. Because mostly teachers and students are constrained on internet services so it both takes a long time to share or send learning materials to students who have prepared by teachers.

Then, Time constraints so that teachers are constrained in delivering materials, then the solution that teachers take by selecting materials that are important for teachers to convey to students. Due to time constraints, it does not allow teachers to deliver materials with a long duration of time.

Second, the teacher is dissatisfied because there is no student response to the material that the teacher gives to the student. So the

¹³ Sugiyono, *Metode Penelitian Kualitatif (Untuk Penelitian Yang Bersifat Eksploratif, , Interaktif dan Konstruktif*, p. 254.

¹⁴ b d Darajat, *Penelitian Fenomenologi Pendidikan* (Yogyakarta: Ar-ruzz Media, 2018), p. 18.

solution that teachers take by giving students the opportunity to ask questions both online and offline.

CONCLUSION

After obtaining the data, processing the data and analyzing the data from the results of the research that has done, it can be concluded as follows:

In online learning, Arabic teachers conduct distance learning using *mobile phone* through *whatsApp* (WA) and Google Classroom applications. WA Group is used only to inform students that classroom has learning materials such as video, audio, image media or links. While teachers take the advantage of Google Classroom to deliver materials and exercises and students can collect their assignments through Google Classroom. Teachers also use Google Classroom platform to fill out student attendance list.

In this online learning, Arabic teachers experience problems or obstacles in the form of internet or network service constraints. Because of online learning takes place the delivery of materials that teachers convey certainly through mobile phone. Then the problem experienced by the teacher is dissatisfied in delivering the material because of time constraints, then the teacher feels that the teacher does not get a response to the student in following the learning process so that the teacher cannot measure the student's ability whether the student has understood the material provided.

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