THE ANALYSIS BETWEEN SENIOR HIGH SCHOOL ARABIC TEACHERS TOWARDS THE CONDUCTING ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract

The ability to adapt to all conditions in providing learning to students is an absolute must for teachers, including during the Covid-19 pandemic, where almost all learning is done online. This study aims to determine the competence of Arabic teachers in online teaching during the Covid-19, the weak factors of online Arabic learning, and how to make the Arabic online learning process more effective. The research used a qualitative approach, data collection methods were survey and written interviews. This survey was distributed via google form with thirty-four teachers as respondents, and seven teachers were selected to be interviewed. The findings in this study are that the ability of Arabic teachers to do online learning is low, not all Arabic teachers can do online learning, learning targets are not achieved properly, the use of methods does not vary, so online Arabic learning cannot teach all skills. language. Based on the findings above, this study recommends (1) teachers must be equipped with the ability to operate applications that can be used to teach online before they teach, with the facilities provided by the school, (2) there needs to be a more up-to-date strategy so that learning continues to run interactively. and students who do not feel bored when learning online, (3) the teacher must be strict in evaluating learning as a parameter of the success or failure of learning carried out.

Keywords: Teacher Ability, Arabic, Teaching, Online, Covid-19.

INTRODUCTION

Teachers in education play an important role in the continuity of learning and have a significant influence on the involvement of students who take part in learning both in behavior and knowledge [1]. Teachers are required to be able to adapt to all conditions and circumstances, including during the Covid-19 pandemic, where almost all learning processes are carried out online. But in fact, online learning creates new problems for the world of education, including increased teacher stress levels [2], ineffective learning due to inadequate infrastructure, and educational technology readiness [3]. This Covid-19 pandemic is a new challenge as well as a valuable lesson for teachers, including Arabic language teachers, so they can recognize and take advantage of technological media which is increasingly developing.

The use of technology media in the world of learning is irresistible [4]. Creative teachers should be able to provide a learning experience that is not boring for students so that students feel at home and happy when they are at home all day participating in online learning. Several studies related to learning during the Covid-19 pandemic show that teaching Arabic online uses the lecture method, the lack of opportunities for teachers to monitor students one by one, many students cannot attend, and a lack of understanding of the lessons delivered by the teacher [5], The use of virtual class features in the learning process helps students master Arabic learning material [6], learning is more flexible, but learning involvement is less and there are mental disorders [7], parents tend to reject online learning, the application of online learning during the pandemic is problematic due to inadequate self-regulation of children [8].

The information age has the potential to bring about the kind of educational change that reformers have long driven, with schools becoming places for constructivist research and learning individually and in groups working with new technologies to solve authentic problems under the guidance of a teacher as a facilitator [9]. The use of educational technology during the Covid-19 period must be accompanied by adequate education for teachers, both through workshops, webinars, and other events, either through virtual media, or directly which have a positive impact on the development of teacher knowledge about educational technology.

From several previous studies, research has not been found that specifically looked at the extent of the readiness of Arabic teachers in online learning. The ability of qualified teachers, supported by a comprehensive knowledge of educational technology, is certain to realize quality online learning, foster enthusiasm, and produce positive output for students. online learning should provide convenience, not cause new problems in the world of education. Therefore, this study is here to analyze the ability of Arabic teachers to carry out online learning, the factors causing the low ability of teachers in learning Arabic online, and how to make online learning more effective. Thus, even though the Covid-19 pandemic has ended, online learning can be a positive alternative to support student success.

LITERATURE STUDY

Arabic learning technology

Educational technology is a multidimensional concept that includes a systematic process involving the application of knowledge to find solutions that can be used to solve learning and learning problems, products such as textbooks, audio programs, television programs, computer software, and others [10]. In the sense of any technology that can be used in learning. The use of this technology in learning, there need to be pedagogical competencies that must be possessed by teachers and can be combined into the pedagogical abilities of teacher technology, as is a concept that has been developed by Koehler and Mishra [4]. with the existence of three main

components of teacher knowledge which include: content, pedagogy, and technology. Likewise with the importance of the interaction relationship between the three components, which is represented as PCK, TCK (technology content knowledge), TPK (technology pedagogic knowledge), and those that have been refined into TPACK (technology pedagogic content knowledge) [4].
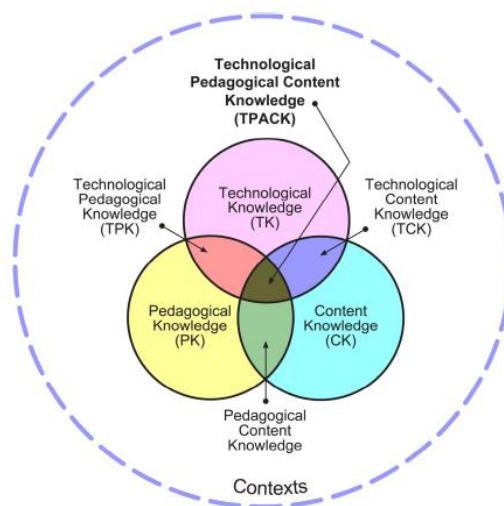
Figure 1. the TPACK framework and its knowledge.

Technological pedagogical knowledge (TPK) is an understanding of how the teaching and learning process can change when certain technologies are used in certain ways. This includes knowing the pedagogical capabilities and constraints of various technological tools relating to pedagogical design and strategies appropriate to the discipline and developmental discipline. To build a TPK requires a deeper understanding of the constraints and capabilities of technology as well as the disciplinary context in which the technology functions [4]. This means that pedagogical ability in learning Arabic during this pandemic is quite important, teachers are generally familiar with the social media they usually use which are eventually used for learning such as WhatsApp and Facebook, but with the pedagogic ability of technology, Arabic teachers must be able to adapt. with learning technology media that are designed really for learning and also the application of daily exams, as well as final evaluations for leveling up.

One study recommends that internet-based Arabic learning needs to be developed. It is the most communicative learning media in the era of information technology because it integrates the internet and other information channels as a means to empower the learning process to be more creative, innovative, and competitive [11].

Learning Arabic through online mode can be done by paying attention to the preparation of learning and ICT modules, as well as paying attention to the conditions of students and lecturers so that learning can be carried out well [12]. As for the technical application of learning, teacher creativity is needed, because good and sophisticated applications will not be optimal if teachers who carry out learning do not want to develop by learning technological advances and are always updated with the latest applications launched by IT experts who care about the world of education.

Each application has advantages and disadvantages in implementing Arabic online learning. Therefore, teachers should not only be able to operate a application, but they must also be able to implement a minimum of three applications, including making videos to be sent to students or uploaded to www.youtube.com, use of Zoom meetings for face-to-face learning, and google forms for tests/exams. There have been many studies investigating media variants used in online learning, including research that found that the use of watshaps still dominates online learning [13]. Online learning also provides opportunities for students to be able to improve their critical thinking because they have more space to study, where critical thinking is needed in this 21 [14]. Some steps that must be taken into account after this pandemic are developing a curriculum that reflects the visible changes in content knowledge and student learning experiences and enables them to think critically [15].

RESEARCH METHODS

This study discusses how the ability of Arabic language teachers at senior high school in East Java. Therefore, this research is a qualitative descriptive study [16]. Data collection was carried out through several stages, namely: interviews, questionnaires which can be distributed via Google form and can be done using documentation. By the nature of qualitative research, the questions asked of informants are open and general. That way participants can provide as many answers as possible according to their respective experiences.

Data obtained from questionnaires distributed through Google forms. Questionnaires were distributed to Arabic teachers at Senior High School in East Java. From the distribution of questionnaires, 34 teachers were willing to be respondents. Of the 34 teachers, 7 were taken for interview data. Then analyzed using three stages, as follows; First, the data obtained is reduced, sorted, and focused on solving problems and answering research questions. Second, data is collected systematically by highlighting things that are considered as important as findings in the field. Third, the results of the data reduction are then interpreted to obtain a deeper understanding of the results of the informants' answers. Finally, the data is presented in the form of data display using narrative text to produce a more comprehensive understanding [17].

The researcher uses the following steps in the process of analyzing data:
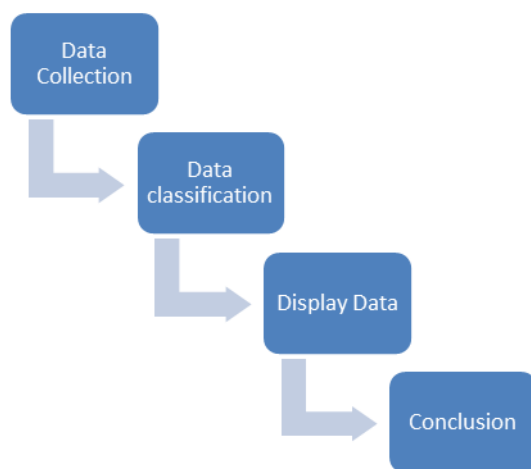

Figure 2. Procedure in analyzing data

RESULTS AND DISCUSSION

A. Teacher competence in learning Arabic online

Learning Arabic at Senior High School in East Java was carried out using online media since the Covid-19 pandemic began to spread in Indonesia, as said by the Arabic teacher at Senior High School, "we have been doing online learning since February 2020" (Interview Mfh, 2020). Learning is still carried out as usual so that the objectives of learning Arabic can still be achieved, even though it is done online (Interview, Ni 2020). From these data, in general, the teacher has carried out Arabic learning online. Although, there are still teachers who have never studied Arabic online before the Covid-19 pandemic. Online Arabic learning still refers to the same learning objectives, namely: so that students are trained to speak Arabic and can master the four language skills [18].

In the online learning process, assignments are also still given by the teacher to students to find out their learning progress, where the achievement of these goals can be known through learning evaluation. The evaluation has long been recognized

as a systematic process for gathering and using the information to make decisions about an educational program [19]. However, only 56% of the students completed the assignment (Figure 3)
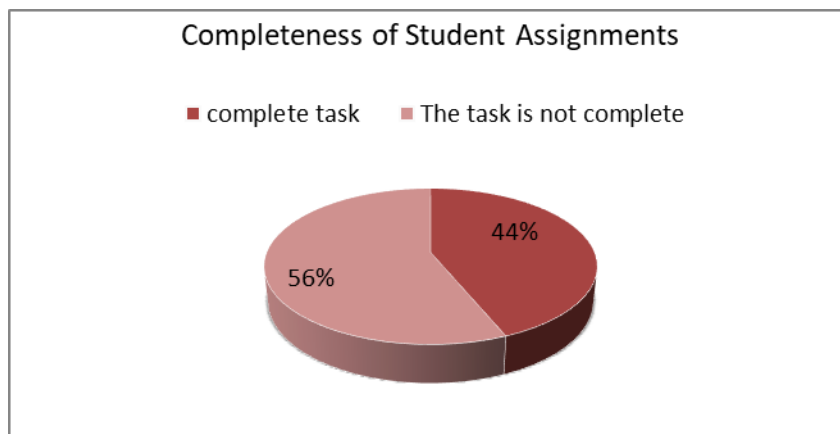
Figure 3. students' completeness in doing assignments

Figure 3 shows that online learning harms student completeness in doing assignments given by the teacher, as evidenced by the data that more than the total number of students did not complete the assignments given by the teacher. The incompleteness of these students also indicates that the teacher is still weak in managing online learning.

This online learning provides a new experience for Arabic teachers, namely: this online learning makes the teacher aware of various websites and applications that can be used for learning Arabic online (Interview Mi, 2020), knowing how to learn online (Interview Nmu, 2020), know and apply some creative and interesting online learning media and models and can facilitate learning Arabic, such as group WhatsApp (contextual approach), discussion, group questions and answers, simple evaluation via WhatsApp which can be accessed by all students (Interview, Lm, 2020).

Related to the learning methods used by Arabic teachers at the Senior High School in East Java, it was found that the method used was still dominated by two classical methods, namely: the use of the grammar and translation method 58.8%, the use of the audio lingual method 47,1%, where there are other methods such as discussion methods that can foster students' critical and creative thinking skills, where critical and creative thinking skills are needed until now. This proves that the teacher's ability to apply learning methods is still minimal (Table 1).

Table 1. The use of methods in online learning

Method		Percentage
Dril		35,3%
Grammar	and	47,1%
Translation		
Audion Lingual		58,8%
Mixed		2,9%
Blended learning		2,9%
Flipped Learning		0%

Based on the data in the table above, it can be understood that learning methods that are rarely used are mixed methods and blended learning. There is a new method that is not used at all by teachers in online Arabic learning, namely: the Flipped learning method.

The online learning media that is widely used by Arabic teachers is the Watshap Group. There are many applications specifically designed for learning, such as Kahoot, Edmodo, Ispring Suite, where this application can be downloaded for free. From the data obtained, the teacher who uses the WhatsApp group in Arabic learning is 88.2% (Figure 4).
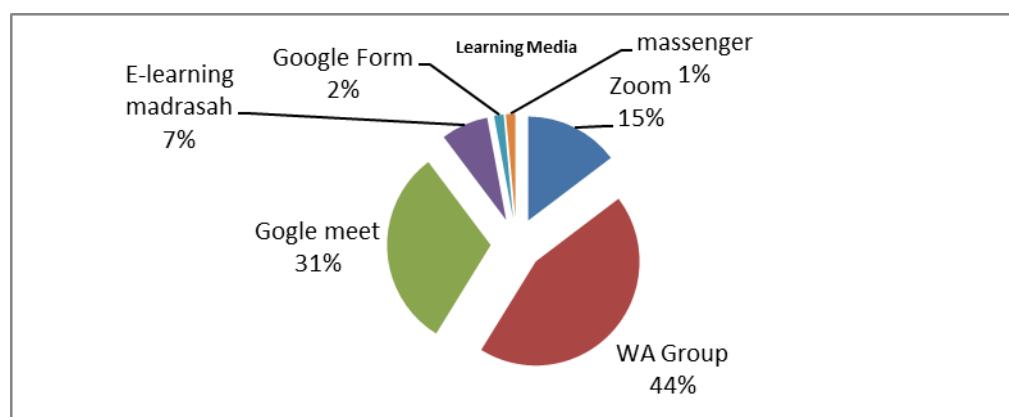
Figure 4. Online Arabic Learning Media

Figure 4 indicates that the teacher is not used to using various applications in Arabic learning so that learning does not run communicatively (Interview Nh, 2020), learning material is not well conveyed (Interview Nb, 2020) and students tend to be bored and not enthusiastic about learning online from home (Interview Mfh, 2020), and teachers admit to having difficulties in teaching online (Interview Ni, 2020).

In learning Arabic Online, teachers cannot teach all language skills (Interview Mi, 2020), learning materials are not conveyed well (Interview Nmu, 2020), learning is not communicative and unpleasant (Interview Lm, 2020). So, among the abilities teachers must-have in the 21st century is that it is not enough just to have pedagogical content knowledge [20], but they must have technological knowledge which is then integrated into Technological Pedagogical Content Knowledge (TPACK). So that with this pedagogic knowledge of technology, teachers know the latest developments about applications that can be used in online learning and are also able to use them, such as the use of Edmodo, I-spring Presenter, Wonder-share Group, and other recent applications.

Overall, the data above shows that the ability of Arabic teachers at the Senior High School level in East Java is low in doing online learning, it is evident that some teachers have not implemented it, student tasks are not carried out perfectly, traditional methods still dominate and the use of learning media does not vary. Thus, learning Arabic online cannot teach all language skills.

B. Factors Causing Weak Online Arabic Language Learning

Covid-19 comes suddenly, forcing all human life activities to change suddenly too. The world of education, including learning Arabic, must follow these changes, including changes in the learning system from face to face to online. Before the Covid-19 pandemic, Arabic learning, in general, emphasized the face-to-face learning model because language learning was considered effective if it was done through direct interaction. In fact, if the use of Arabic is done 24 hours per day and there are native speakers in that environment, the learning will be successful [14]. Arabic learning media that are available and are commonly used are classical media that are not appropriate for online learning, then alternative media designed for online learning must be applied.

The factors causing the weak implementation of online Arabic learning at Senior High School throughout East Java Teachers do not have preparation for online learning (Interview Mfh, 2020), and do not know the various applications for online learning (Interview Ni, 2020). In addition, the Arabic teacher's mastery of using learning technology is also inadequate (Interview Mi, 2020). There are Arabic teachers who have never done online learning before the Covid-19 pandemic (Interview Nmu, 2020). This inadequacy stems from the absence of special training before teachers carry out online learning, where this training is very important. This is in line with the results of a study in Saudi Arabia that teacher professional learning occurs when capacity building programs provide opportunities to learn for a certain period [21].

Another factor that causes the low level of online Arabic learning is the unavailability of online learning facilities (Interview Lm, 2020), teachers do not have laptops (Interview Nh, 2020), where the effectiveness of online learning is very dependent on laptop devices, from design to practice of learning. The problem that many Arabic teachers have complained about during this pandemic is the internet signal that is not strong (Interview Nb, 2020), where this signal problem is not only experienced by teachers but also many students who complain about the same thing. Apart from media constraints, there are also other obstacles experienced by teachers, namely: online learning is boring (Interview Lm, 2020), learning is considered ineffective, unattractive, and unable to provide uswah (Interview Ni, 2020), very time consuming, and less interactive and communicative and difficult to evaluate personal abilities (Interview Mi, 2020).

Overall, the data above shows that the factors causing the weakness of learning Arabic online are the absence of supporting school facilities, there are teachers who do not have laptops, teachers do not have proper preparation for online learning, teachers' knowledge of online learning applications is limited and never using educational technology before the arrival of the Covid-19 pandemic and an unstable internet signal.

C. How to streamline the online Arabic learning process

Institutionally, Senior High School must have a learning management system (LMS) that includes online learning. The necessity to have this system is based on the current conditions and era which are uncertain and always changing. A good system, of course, will minimize the occurrence of problems in learning. This is as conveyed by Senior High School teachers that online learning is easy and practical for teachers (Interview Mfh, 2020). In addition, Senior High School teachers also need more intensive training on the creation and use of online learning media (interview Ni, 2020). The fulfillment of online learning facilities is also a principle proposal from Arabic teachers to solve online Arabic learning problems (Interview Mi, 2020). The availability of facilities such as laptops, adequate cellphones, and strong signals is inseparable from the ability to create and implement online learning media.

The above is very important to note. In addition, teachers need a lot of time to learn new applications, learn to shoot, make learning videos, teachers must try to be disciplined and enthusiastic in teaching even though it is done from home (Interview Nmu, 2020). Thus, in addition to providing adequate facilities, teachers must be equipped with the knowledge of the application of educational technology, whether through seminars, webinars, or tutorials on the use of each application they want to use.

CONCLUSION

The findings of this study are that the ability of Arabic teachers to do online learning is low, not all Arabic teachers can do it, learning targets are not well achieved, the use of methods does not vary, so online Arabic learning cannot teach all language

skills. Factors that cause their weak abilities are schools that do not provide adequate facilities, inadequate preparation for online learning, limited teacher knowledge of online learning applications, and the inadequate ability to use educational technology for Senior High School level Arabic teachers throughout East Java.

RECOMMENDATIONS

Recommendations of this study are: (1) teachers must be equipped with the ability to operate applications that can be used to teach online before they teach, with the facilities provided by the school, (2) there needs to be a more up-to-date strategy so that learning continues to be interactive and students who do not feel bored when learning online, (3) the teacher must be strict in evaluating learning as a parameter of the success or failure of learning carried out.

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