

THE EFFECTIVENESS AND IMPACT OF ARABIC LANGUAGE LEARNING USING ZOOM MEDIA DURING THE COVID 19 PANDEMIC ON ARABIC TEACHERS AT MADRASAH TSANAWIYAH ANNAJAH BEKASI HIGH SCHOOL

Lalu Muhamad Syukur & Muhammad Arifin Hanif
UIN Sunan Gunung Djati Bandung
muhammadsyukurlalu@gmail.com ; dicobaaja@gmail.com

Abstract

The COVID 19 pandemic has had a significant impact in all fields, especially: economic, political, social and cultural. Including the field of education at all levels which also experienced very significant changes. At the tertiary level, for example, they must maintain the quality of graduates who are competent and qualified in their fields of expertise. Therefore, for a prospective teacher, MTS must have good skills and proficiency in teaching Arabic subjects, both online and offline. As this year we are facing a pandemic and require students to temporarily study at home on an online basis, and one of the ones being used is the ZOOM application. This article aims to describe how to train the competence of interior engineering teachers in teaching Arabic in the current epidemiological situation, in order to achieve the expected learning objectives. The method used in this study is descriptive qualitative, the data collected was generated from online observations and survey instruments. While the objectives are in the madrasah sanawiyah (MTS) teacher preparation program, at the Hidayatunnajah Islamic boarding school. The results of this study indicate that practice can encourage prospective teachers to understand Arabic material well, learn to prepare material and practice using learning applications, both online and offline, so they are not confusing and boring. The weakness that often occurs is not being familiar with educational material.

Keywords: Learning Arabic, COVID-19 Pandemic, Zoom, Online

INTRODUCTION

Since the development of information technology, especially during the Covid-19 pandemic and the era of online learning in various educational institutions, academics, especially teachers and lecturers, have to create new educational ideas and plans to achieve more innovative learning. (prasetyo, 2020)

One of the technological breakthroughs used in online learning today is the ZOOM application which is believed to be closer to offline learning, it's just that the monitoring space is very limited. This application besides being very easy to operate by both lecturers and students, also has other advantages. But even so, lecturers still have to think about which learning models or other applications are considered more effective and innovative to facilitate students' understanding of the material presented. (monica, 2020)

Optimal learning will be seen in student learning outcomes with improved class points for the better. For this reason, lecturers must have innovative ideas so that the learning they provide can run efficiently and effectively. but on the other hand, It is also worth noting that the quality of good learning is not determined solely by how well the learning outcomes achieved by the students. In addition to having good grades during exams, student activity is also one of the criteria for learning success. In this connection, media through the ZOOM application is one of the good learning models during this outbreak, because it is considered close to face-to-face learning. With this application, lecturers can find out the movement and vitality of their students. On the other hand, the (Fitriani, 2020)ZOOM application is also suitable for skill-based subjects, such as: reading, speaking, and listening, especially those related to foreign language subjects, such as: Arabic and English. (Mahfud RIzqi Mubarak, 2020)

Evaluation of the use of ZOOM media in online learning needs to be carried out continuous studies to see how well learning with media is running. The effectiveness of online learning with ZOOM media can be known, one of which is through students' responses regarding the extent of their understanding of the material presented. In more detail, this study will discuss the extent of student learning outcomes after participating in learning using (Muh fitrah, 2021)ZOOM media.

METHOD

Research method is a way of solving research problems that is carried out in a planned and careful manner with the intention of obtaining facts and conclusions in order to explain, understand, predict and control the state of affairs Research methods are divided into several types, namely empirical, descriptive, relational, evaluative, etc. (Lubis, 2018)

The experimental method is a research method that tests hypotheses in the form of causal relationships by manipulating free variables and testing changes caused by these manipulations. The experimental method is divided into three, namely pre-experiment, experiment, and quasi-experiment ((Arifin, 2020)pseudo-experiment).

The method used in this study was a pseudo-experiment with the type of post test before the test. This pre-test aims to obtain information about the level of demonstrative ability of teachers in teaching and the percentage of teaching preparation given before the application of teaching materials.

Data collection techniques

The data collection techniques used in this study were observation, interviews, tests, and documentation. The explanation is as follows: (Arikunto, 2014)

1. Observations

Observation is a technique that involves concentrating attention on an object by using all the sensory apparatus. The observations in this study were carried out using direct observation. Researchers participate directly in the process of teaching Arabic. The observation process was carried out by the way researchers participated in Arabic learning activities using the ZOOM media application (Rachmawati, 2017).

2. Interviews

An interview is an oral dialogue conducted by the interviewer to obtain information from the interviewee (Arikunto, 2014)

3.

A test is a series of questions or exercises as well as other tools used to measure the skills, intelligence, knowledge, abilities or aptitudes that a person or group possesses. the process begins with pre-testing then ends with the Post-test test This test is intended for teachers who teach Arabic at MTS annajah Then determined the high and low scores in quantitative form, then in qualitative form The test is presented in the form of an option from the google form (Wahyuni, 2022).

4. Documentation

Documentation is a technique for searching for data about objects or variables in the form of notes, texts, books, newspapers, magazines, engravings, meeting minutes,

agendas, and others. In this study, the documentation method was used to obtain data related to the schedule of teaching and learning activities. (nilamsari, 2014)

B. Data Analysis

After collecting the results of all data, the researcher then analyzes the data from the pre and post test using quantitative data analysis, with the following steps: (Rijali, 2019)

1. Test the database.
2. Comparative testing.
3. Natural Gains

RESULT

Teachers are required to study extra hard to rack their brains designing the curriculum not only how the material can be delivered, but how the chosen method and the right content for the learning during learning from home or during online learning. Because the number of tasks from teachers is often a complaint in online learning. Moreover, learning media is limited to using the Zoom application only. The learning load of students must certainly be taken into account, measured, both materially and timely. Of course, keep in mind that classroom learning is not always filled with assignments or doing questions in large quantities. Teachers can give tasks of observing, trying, and analyzing, making it more interesting and challenging. (Cheiriyanto nabila hilmi zafira, 2020)

And we tried to research this online learning tentang by sampling the research of teachers at MTS Annajah Pesantren Islam Hidayatunnajah who teach Arabic subjects, with a total of 20 Arabic teachers who teaches Arabic subjects in each of his classes which were previously offline and turned online/online in the covid-19 pandemic. The data collection technique used is to use an online questionnaire through a google form that is distributed to several Arabic teachers who have taught online. The instrument uses 10 questions with 3 categories of answers namely: yes, moderate, and no and has been tested for validity and reality. The questions asked to find out students' answers to learning Arabic MTS (Junior High School) are as follows:

Table 1. Teachers' Responses to Intermediate Arabic Language Learning (MTS) Over The Internet With ZOOM Media.

No	Question
1	Do you understand Arabic lessons grades 1-3 well?
2	Can MTS Arabic subjects online be taught to children in grades 1-3 MTS well?
3	Can MTS offline Arabic subjects be taught to children in grades 1-3 MTS well?
4	Learning Arabic MTS online made me learn how to create and prepare learning materials well?
5	Learning Arabic online made me learn a lot of applications (Applications) online.
6	Learning Arabic online made me try to understand and explore the Arabic MTS material well.
7	Learning Arabic online made me not understand and did not master the material well.
8	Learning Arabic MTS online left me confused when submitting material online.
9	Learning Arabic online makes me not eager to teach.
10	Learning Arabic MTS online bored me quickly.

From the table above, the statement and question to analyze the learning process and the ability of Arabic teachers in teaching arabic lessons during the covid-19 pandemic, with using pasilitas or online-based tools , namely the Zoom Meeting application.

Data analysis using the formula:

$$P=f/n \times 100\%$$

Information

P: Requested percentage

F: Frequency

N: Number of respondents

Table 2. Hasil responses from arabic teachers.

No	Question	YES	DO NOT	KEEP
1	Do you understand Arabic lessons grades 1-3 well?	85%	5%	10%
2	Can MTS Arabic subjects online be taught to children in grades 1-3 MTS well?	80%	5%	15%
3	Can MTS offline Arabic subjects be taught to children in grades 1-3 MTS well?	100%	0%	0%
4	Learning Arabic MTS online made me learn how to create and prepare learning materials well?	70%	5%	25%
5	Learning Arabic online made me learn a lot of applications (Applications) online.	75%	5%	20%
6	Learning Arabic online made me try to understand and explore the Arabic MTS material well.	36%	45%	20%
7	Learning Arabic online made me not understand and did not master the material well.	35%	40%	25%
8	Learning Arabic MTS online left me confused when submitting material online.	45%	25%	30%
9	Learning Arabic online makes me not eager to teach.	85%	5%	10%
10	Learning Arabic MTS online bored me quickly.	65%	20%	15%

From the table above, the results of interviews and observations from Arabic teachers who teach in several classes at MTs Annajah. From these results we group in percentage responses with that we know how they teach students to learn Arabic online.

Table 3. Teachers' normative response to online learning using ZOOM media

Categories	Percentage
Efektifi	20%
Less Effective	55%
Very Less Effective	5%
Mediocre	20%

From the table above of the accumulated responses in all teachers in online Arabic learning using the Zoom application, we can find out how the impact of onilne learning is effective or ineffective.

DISCUSSION

Based on the table above, it can be seen that the answer to the first question shows that 85% of teachers can understand Arabic grade 1-3 MTS well. This can be seen from their ability to make educational videos and how well they teach when simulation learning is carried out in the classroom.

The answer to the second question shows that 80% of teachers stated that they can teach Arabic MTS subjects online through ZOOM.

The answer to the third question shows that 100% of the total teachers are able to teach MTS Arabic offline well. This is because they are used to teaching offline.

The answer to the fourth question shows that 70% of the total teachers are well prepared to be able to teach Arabic subjects to MTS students, both in the form of educational videos and offline learning. This is because a professional teacher is required to master the material he will teach in order to be able to answer the questions asked by his students. (Putri, 2019)

The answer to the fifth question shows that 75% of teachers are already familiar with some online learning application. This is because when students are asked to make educational videos, they have to know a lot and sort out applications that are suitable for learning MTS Arabic subjects.

The answer to the sixth question shows that 45% of teachers learn MTS Arabic for grades 1-3 long before they graduate from college and will become Arabic teachers later. This is understandable, because the learning process during lectures requires them to review all these materials and practice teaching methods when conducting Field Experience Practice (PPL) activities. (Negrum, 2021)

The answer to the seventh question shows that 35% of teachers do not understand mts Arabic learning materials well, even 40% of teachers have a very low level of understanding. This is because learning that is usually done offline now has to be done online, so the results are not perfect.

The answer to the eighth question shows that 45% of students are still confused when submitting Arabic materials to MTS students. This can happen because students are not yet proficient in the material to be delivered or because they are still confused about operating communication tools and online learning applications. (Agus Puwanto, 2020)

The answer to the ninth question shows that 85% of students feel happy when taking Arabic lessons via ZOOM. This can happen because learning through ZOOM media is more interactive when compared to other media, similar to offline learning, although with a very limited monitoring space.

The answer to the tenth question shows that 85% of teachers feel bored with online learning, while another 10% feel the opposite. This can be because online learning is less interactive than offline learning and also has many obstacles, such as: buying expensive internet quotas and also weak signal problems, especially in remote areas, and many more obstacles, and this happens from teachers or from students. (ayu Desrani, 2022).

CONCLUSION

Based on the results of the research above, it can be concluded that the average teacher's response regarding the effectiveness of Arabic language learning at MTS Annajah via the internet using ZOOM media is less positive or less effective, because it is constrained by many problems. , whether related to technology, application operation, mastery of materials, difficulty of supervision, For psychological problems students who get bored quickly after learning. In general, it can also be judged that learning MTS Arabic with ZOOM media has not been able to replace offline learning that can be carried out with different teaching methods and methods. Online learning requires teachers, lecturers, prospective tutors, and students to master information technology and online learning applications, including ZOOM which is close to offline learning, as well as the ability to present material as creatively as possible. In the future, it is also necessary to develop a more innovative MTS Arabic learning model by developing different teaching methods that can have a positive impact on learning outcomes for teachers and students.

REFERENCES

- Agus Puwanto, R. P. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 1-12.
- Arifin, z. (2020). Metodologi penelitian endidikan. *Jurnal Al-Hikmah*, 1.1.
- Arikunto, s. (2014). *Metode penelitian Kuliatatif dan kombinasi (Mixed methods)*. Bandung: Alfabeta.

- ayu Desrani, R. i. (2022). Persepsi Mahasiswa Dalam Penggunaan Teknologi Pembelajaran Bahasa Arab pada Pertemuan Tatap Muka Terbatas di Masa Pandemi COVID-19. *Alibaba' jurnal pendidikan bahsa arab*, 1-19.
- Cheiriyanto nabila hilmi zafira, Y. E. (2020). pembelajaran jarak jauh masa pandemi. *Jurnal Bisnis Dan Kajian strategi Manajemen* .
- Fitriani, F. M. (2020). Penggunaan Aplikasi Zoom Cloud Meeting pada Proses Pembelajaran Online Sebagai Solusi di Masa Pandemi Covid 19. *Edification Journal: Pendidikan Agama Islam*, 23-34.
- Lubis, M. S. (2018). *Metodologi Penelitian*. Yogyakarta: CV. Budi Utama.
- Mahfud RIzqi Mubarak, w. d. (2020). Zoom Cloud Meeting: Media Alternatif dalam Pembelajaran Maharah Kalam di Tengah Wabah Virus Corona (Covid-19). *Arabiyatuna: Jurnal Bahasa Arab*, 2580-5053.
- monica, R. d. (2020). efektifitas penggunaan zoom sebagai media pembelajaran online pada mahasiswa saat pandemi covid-19. *jurnal communio, juenal jurusan ilmu komunikasi*, 1630-1640.
- Muh fitrah, R. (2021). Eksplorasi sistem pelaksanaan evaluasi pembelajaran di sekolah pada masa pandemi covid-19 di Bima. *Jurnal Basicedu*, 178-187.
- Negrum, n. T. (2021). Kelebihan dan Kekurangan Pembelajaran Luring dan Daring dalam Pencapaian Kompetensi Dasar Kurikulum Bahasa Arab di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo. *jurnal pendidikan*, 1-12.
- nilamsari, n. (2014). memahami setudi dekumentasi dalam penelitian kualitatif. *Wacana: jurnal ilmiah ilmu komunikasi* , 177-181.
- prasetyo, D. I. (2020). Efektivitas Pembelajaran Menggunakan Video Zoom Cloud Meeting pada Anak Usia Dini Era Pandemi Covid-19. . *jurnal obsesi: Jurnal pendidikan anak usia dini*, 665.
- Putri, D. A. (2019). Putri, Devi Afriyanti Puspa. "Rancang Bangun Media Pembelajaran Bahasa Arab Untuk Anak Usia Dini Berbasis Android. *Technologia: Jurnal Ilmiah* , 156-164.
- Rachmawati, T. (2017). *Metode Pengumpulan Data dalam Penelitian Kualitatif*. Bandung : UNPAR press.
- Rijali, A. (2019). "Analisis data kualitatif.". *Albadbarab: Jurnal Ilmu Dakwah* , 81-95.
- Wahyuni, S. S. (2022). "Efektivitas pemberian kuis menggunakan aplikasi google form pada pembelajaran biologi terhadap hasil belajar siswa. *Jurnal Basicedu: Jurnal of Elementary Education* , 8033-8039.