The Use of E-learning as an Online Based Arabic Learning Media for Students

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Abstract. The distance learning system requires schools and teachers to be able to take advantage of the online platform as a medium to support the learning process. This study aims to analyze the use of E-learning as a medium for learning Arabic in Ma’had SMA Islam Sabiillah Malang. This research uses a qualitative approach with a case study method. Data were collected through observation, interviews and documentation study. The data analysis technique uses Milles and Huberman's theory, namely reducing, presenting and verifying data. The results of this study indicate that; 1) the use of E-learning causes a transformation of learning from a collaborative approach to an individual instructional approach in Arabic learning, 2) Arabic learning patterns using E-learning change student dependence on teachers to become dependent on learning instructions contained in E-learning. The findings of this study illustrate that learning Arabic using E-learning will be meaningful for students if the subject matter is well designed and clear.

1. Introduction
Rapid technological developments are inevitable. society as consumers must be able to adapt to the speed of technological developments. If not, it is certain that the incoming information will be left with the complexity of the information. Not only lagging behind information, but the way of thinking will also be influenced by technological sophistication. The world of education is one of the main sectors that feel the impact of technological developments. This can be seen from the shift in the use of learning media from classical models to online-based learning media [1], [2]. Thus, schools continue to strive to improve the quality of learning by utilizing online-based media [3].

Technological developments in education are very helpful for educators. The use of learning technology is seen as being able to increase student motivation and achievement [4], because educators as learning planners are required to be able to design learning by utilizing various types of media and appropriate learning resources so that the learning process takes place effectively and efficiently [5].

The teaching and learning process needs to be carefully prepared in an internet-based designed curriculum [6]. In principle, online learning does not only place teaching material on web pages but
must prioritize active student involvement in the learning process [7]. That way, learning activities will be meaningful for students' cognitive development [8].

One of the important elements in the learning process is the media used to deliver teaching materials. Students will get tired and bored easily because the teacher's explanation is difficult to understand, therefore the teacher must present the media as a tool to achieve the expected learning objectives [9]. Learning media must be prepared carefully so that the teacher is able to use it well and students are able to understand the material being taught [10]. In the context of learning Arabic, it is important to use media when delivering teaching materials to students [11]. This is because Arabic is one of the subjects that occupy an important position in the world of education so that the use of media is expected to be able to deliver a maximum understanding [12].

Islamic schools based on boarding schools (Ma'had) have made Arabic one of the official languages in the school environment [13]. This is one of the Ma'had's efforts to train students' foreign language skills. The policy of implementing online learning requires teachers to continue to be able to deliver Arabic language learning optimally [14]. Among the various online media that can be used as a means of supporting the learning process is by utilizing E-learning.

Basically, the concept of E-learning does not eliminate the role of teachers as educators, but the use of E-learning is able to help teachers and students complete teaching material. The use of E-learning as a learning medium makes it easier for teachers and students to get material and be able to communicate outside of school hours [15].

Several studies reveal the benefits of E-learning as a learning medium. As stated by Suwastika that the use of E-learning can increase student motivation and attract students' attention to take part in learning so that student learning outcomes are good [16]. The E-learning media makes it easy for teachers to deliver learning because the material can be accessed anytime and anywhere via the internet network [17]. The use of E-learning media requires the creativity of teachers in designing learning that is given to students, through creativity it is expected to be able to increase student success in the learning process [18]. Besides being easily accessible, E-learning can contain various kinds of learning main menus, such as class timelines, video conferences, minimum completeness criteria, learning plans, teaching materials, joined student data, class attendance, teacher's journal, Computer Based Test (CBT) Knowledge Assessment (KI 3), Skills Assessment (KI 4), final semester assessment, report card recap, monitoring student activities. That way, the learning information contained in E-learning is clear for students to help the learning process [19]. In learning Arabic, E-learning can be used to improve students' ability to read Arabic texts [20].

Based on the results of the analysis of previous research, the use of E-learning has a positive impact on the student learning process. In the era of online-based learning, E-learning has become an alternative learning media that can be used to deliver teaching materials to students. This study wanted to explore the use of E-learning in Arabic learning for Ma'had students of Islamic Senior High School Sabillallah Malang. Through this study, it is hoped that a holistic approach will exist and become a reference for Arabic teachers in Indonesia when making E-learning a medium for learning Arabic.

2. Methodology

This research uses a qualitative approach to understand the phenomena that occur in the object of research [21]. While the method is chosen the case study method. Basically, research with this type of case study aims to find out about something in depth [22]. This study intends to explore the process of learning Arabic online at the Ma'had of SMA Islam Sabillallah Malang. Participants in this study were Arabic teachers as the primary source, and class XI students as secondary sources. The data were selected using probability sampling, namely the sample selection technique randomly or randomly. The selection of samples in qualitative research is carried out by selecting informants who are considered to be providing the required data [23].

Data was collected through in-depth observation of the Arabic learning process, online interviews with Arabic teachers and class XI students, and through documentation studies in the form of supporting data for the Arabic learning process, such as textbooks, E-learning web pages, and assignments that given to students.
Finally, the data collected were analyzed using the theory of Miles and Huberman, namely by reducing the data, presenting the data, and verifying the data [24]. In this phase, the researcher has obtained the field findings needed in the research. To ensure the validity of the data, the researcher validated the data in the form of triangulation of sources and methods. This was done to prove whether the research carried out was really scientific research as well as to test the data obtained [23].

3. Research Results and Discussion

SMA Islam Sabilillah Malang implements Arabic and English as mandatory foreign languages for students. Based on the zoning system, students are trained in foreign language skills. The Arabic zone is centered on all Ma’had programs, while the English zone is applied to a formal learning space that centers on all academic activities. Astuti and Sarbain revealed the importance of determining Arabic speaking days and places to create a language environment for students [25]. Learning Arabic at Ma’had SMA Islam Sabilillah Malang is a flagship school program that is centered on Ma’had activities. Learning Arabic is compulsory for all grades X and XI with a duration of learning twice a week for 45 minutes every meeting.

The curriculum used as a reference in learning Arabic is the 2013 curriculum by adopting Arabic books from the Islamic University of Madinah, such as the Durus Al-Lughah book volume 1 and Madarij Ad-Durus volume 1. This adjusts to the needs of schools to make students proficient in speaking the Arabic language, as well as practicing other language skills, namely istima’, qira’ah and kitabah, are related to one another [26].

In teaching Arabic, teachers are required to design teaching material before delivering learning, so that the learning process runs well and solemnly and students get new information related to the topic of discussion [27]. The material taught by the teacher to students is still very simple, it aims to make it easier for students to understand the lessons presented [28], [29].

Based on observations made by researchers, the discussion material contained in the book Durus Al-Lughah is Isim Isyarah, Isim Istifham, Baity, Madrasaty, Al-Alwaan, Al-Jihaat, Al-Mihnah. Apart from the above topics, the teacher also explores material from YouTube and online articles to enrich students' knowledge of Arabic.

Since the implementation of the distance learning policy, Arabic teaching and learning activities at Ma’had SMA Islam Sabilillah Malang have been carried out online. Utilizing E-learning media developed by the Islamic Education Institute (LPI) Sabilillah as an online learning center for both teachers and students. Each teacher and student has a username and password for E-learning login access, so that teacher and student data are kept safe.

Apart from E-learning media, other online platforms are also used to support the course of Arabic learning at Ma’had SMA Islam Sabilillah Malang, such as Whatsapp, Youtube, Google Drive, Quizizz, Kahoot, etc. The learning steps carried out by the teacher are as follows: (1) the teacher gives learning instructions to students through the WhatsApp group (2) the teacher explains the steps to access the material contained in E-learning, namely: (a) students log into Smart Digital Learning through the link https://elearningsma.sekolahsabilillah.sc.id/id (b) select the Ma’had Sabilillah Malang category (c) select Arabic courses (d) fill in the attendance list in the column provided in each meeting (3) accessing the material contained in E-learning (4) the teacher instructs students to take part in
learning using Zoom (5) the teacher and students discuss the subject matter (6) after the discussion ends, the teacher instructs students to do the tasks in E-learning (7) the teacher asks students to submit assignments via E-learning or google drive. The assignment model when learning using E-learning is individual, different from face-to-face learning, where students are usually given assignments to work in groups.

Figure 2. Assignment of students

In the learning process, teachers do not experience problems in using E-learning when teaching Arabic at Ma’had SMA Islam Sabilillah Malang. This is because all teachers received intense training from the LPI Sabilillah Smart Digital Learning management team before using E-learning. Apart from students, teachers are required to master skills in operating E-learning so that the E-learning program used in learning runs well.

The Arabic teacher at Ma’had SMA Islam Sabilillah Malang stated that the use of E-learning had a positive impact in teaching Arabic online. In addition to an attractive E-learning design, the subject matter is also easily accessible anytime and anywhere. As stated by Sagita and Khairunnisa describe E-learning provides the following benefits: (a) students can access subject matter at any time, unlimited time and place (b) students can communicate via the internet so that more the knowledge they can get (c) learners learn easier and more fun (d) the learning process is more interactive and innovative (e) students are encouraged to explore through the available website, so that creativity and curiosity continue to increase [30].

Apart from providing benefits, E-learning also has weaknesses in the process of learning Arabic at Ma’had SMA Islam Sabilillah Malang. These weaknesses can be described as follows: (a) students are not enthusiastic about participating in the learning process. Based on the researcher's analysis, the timing of learning hours affects students' enthusiasm for learning. because learning is carried out after the evening prayer where students are tired after participating in learning from morning to evening so that Arabic lessons are affected (b) the lack of student activity in the learning process (c) disruption of the internet network. In online-based learning, signal interference is a common problem faced by teachers [31].

The teacher as a learning facilitator plays a role in finding solutions to problems that arise during the Arabic learning process. The problem is a gap between expectations and reality, between needs and what is available and between what should be and what is [32]. Problems that arise in learning become obstacles for teachers to achieve the desired goals [33]. If it is not handled seriously, the problems in learning Arabic will get bigger [34]. In the context of the problem of learning Arabic at Ma’had SMA Islam Sabilillah Malang, the teacher provides the following solutions: (a) inviting native speakers to provide direct learning to students and motivating the importance of learning Arabic. Presenting native speakers is expected to improve the Arabic speaking skills of teachers and students [35].
This activity was attended by all students of SMA Islam Sabilillah Malang, teachers, educators, and school management. Learning with native speakers received serious attention from students, as evidenced by the enthusiasm of students when participating in Arabic learning using Zoom (b) providing language games using online platforms, such as Quizizz, Kahoot, etc. In addition to the subject matter, the teacher also fills E-learning with fun games to eliminate student boredom during the learning process (c) if the interference comes from the internet network, the teacher will convey the problem to the wifi operator at Ma’had SMA Islam Sabilillah Malang.

4. Conclusion

The distance learning system requires schools and teachers in Ma’had SMA Islam Sabilillah Malang to be able to take advantage of the online platform to support the course of Arabic learning. Some of the online platforms used are Whatsapp, Google Drive, Zoom, Youtube, and E-learning LPI Sabilillah which is named Smart Digital Learning. It was found that the transformation of learning from a collaborative approach to an individualized instructional approach in learning Arabic using E-learning. The shift in learning patterns also changes student dependence on teachers to dependence on learning instructions contained in E-learning. This study only explores the Arabic learning model using E-learning only, so that further study is needed regarding problem-solving found by teachers and students when learning Arabic using E-learning.

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