Implementing E-Learning on arabic Language Subject During Covid 19 Pandemic in Madrasah Aliyah Negeri 1 Boalemo

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Article Info	ABSTRACT
	Tujuan penelitian ini adalah untuk mendeskripsikan implementasi pembelajaran e-learning pada mata pelajaran Bahasa Arab di MAN 1 Boalemo. Jenis Penelitian yang digunakan adalah kualitatif deskriptif. Metode pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Informan pada penelitian ini berjumlah 24 orang yang terdiri dari empat guru yaitu Kepala Sekolah, Guru mata Pelajaran Bahasa Arab, Pengelola Web-E-Learning, Wali Kelas dan 20 siswa kelas XI. Hasil penelitian ini menunjukkan bahwa Implementasi Pembelajaran e-learning pada Mata Pelajaran Bahasa Arab pada saat pandemi Covid-19 di MAN 1 Boalemo sudah sangat bagus dan lengkap karena segala bentuk soal berupa gambar, video, dan suara bisa dilakukan melalui e-learning dan adapun fitur yang ada dalam e-learning terdiri dari beranda, absen, pengumuman, pesan, jadwal mengajar, tugas, materi, pencapaian kompetensi dasar, tugas kelompok, filter pengajar, filter siswa dan logout atau keluar. Implementasi e-learning ini dilakukan dengan tiga tahapan yaitu mulai dari; 1) tahap persiapan 2) tahap pelaksanaan, dan 3) Tahap Evaluasi. Adapun yang menjadi faktor pendukung dalam implementasi e-learning di MAN 1 Boalemo yakni sebagian besarnya telah mampu menggunakan media e-learning sedangkan yang menjadi faktor penghambat yaitu kuota internet yang terbatas bagi peserta didik. Adapun solusi dari faktor penghambat yaitu sekolah memfasilitasi Kuota Internet dan WIFI bagi peserta didik. **Kata Kunci:** Bahasa Arab; Covid 19; e-Learning; Pembelajaran

ABSTRAK

The purpose of this study was to describe the implementation of e-learning learning in Arabic subjects at MAN 1 Boalemo. The type of research used is descriptive qualitative. Methods of data collection using observation, interviews and documentation. The informants in this study were 24 people consisting of four teachers, namely the Principal, Arabic Subject Teacher, Web-E-Learning Manager, Class Teacher and 20 class XI students. The results of this study indicate that the implementation of e-learning learning in Arabic subjects during the Covid-19 pandemic at MAN 1 Boalemo is very good and complete because all forms of questions in the form of images, videos, and sounds can be done through e-learning and as for features in e-learning consists of the homepage, absences, announcements, messages, teaching schedules, assignments, materials, achievement of basic competencies, group assignments, teacher filters, student filters and logout or exit. The implementation of e-learning is carried out in three stages, starting

from; 1) the preparation stage, 2) the implementation stage, and 3) Evaluation Stage. As for the supporting factors in the implementation of e-learning at MAN 1 Boalemo, most of them have been able to use e-learning media while the inhibiting factor is the limited internet quota for students. The solution to the inhibiting factor is that schools facilitate Internet and WIFI quotas for students.

Keywords: *Arabic Learning; Covid 19; e-Learning*

A. Introduction

Language is a communication tool used by every community group.[1] Each language is usually used to communicate with a similar environment. Therefore, it is natural that humans in certain communities cannot know the language of other communities. [2]

Arabic as the language of the Qur'an al-karim, because the Qur'an was revealed using Arabic which is needed by every Muslim to read and understand the Qur'an and is used as a basis for actualizing the commands of Allah SWT, and avoiding His prohibitions and apply the Shari'a law.[3]

Learning Arabic as a foreign language for Indonesian students is definitely different from learning Indonesian for them as their mother tongue. From here, Arabic has just been learned and is always influenced by the structure of words and sentences of the language

As for learning Arabic in the midst of the Covid-19 condition, there are various obstacles where Arabic learning cannot be carried out face-to-face in class. These conditions require educational institutions to innovate in the learning process. Learning through online is one of the alternatives applied in learning Arabic. In the implementation of learning Arabic through online, there are various obstacles. Therefore, there is a need for innovation and future projections to answer these learning challenges so that they can contribute to learning, including: a) being able to provide network-based learning information services, b) being a medium in web-based learning models (online), c) become a medium in the implementation of E-Learning; d) become a medium in the education and distance learning system.

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1 Ratni Bt. Hj. Bahri, " Analisis Term Al-Lagw dan Al- Lisan: Telaah Konsep Bahasa dalam Konteks Al-Qur'an ", dalam *Journal Nady Al-Adab : Jurnal Bahasa Arab ,* Vol.18 No.2, November 2021, h. 87.

2 Khalilullah, " Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran Istima' danTakallum)", *Jurnal Sosial Budayakhalilullah*, Vol.8 No..2 (2011), h.223 <Http://Download.Portalgaruda.Org/Article.Php?Article=275520&Val=7161&Title=Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran Istimaâ€™ Dan Takallum)>.

3 Muh Arif, " Efektifitas Media Pembelajaran dalam Penguasaan Kosa Kata Bahasa Arab ", dalam *Journal 'A Jamiy : Jurnal Bahasa dan Sastra Arab, ,* Vol. 9, No. 1, Juni 2020 , h. 4.

The development of information and communication technology has brought enormous changes to the advancement of the world of education. Along with these developments, learning methods have also experienced many developments, both personal learning methods, learning media or the learning process. The form of the development of information technology that is applied in the world of education is E-Learning. E-Learning is an innovation that has a very big contribution to changes in the learning process, where the learning process is no longer only listening to material descriptions from the teacher but students also carry out other activities such as observing, doing, and demonstrating. Teaching material materials can be visualized in various formats and forms that are more dynamic and interactive so that students will be motivated to be further involved in the learning process.[4]

The importance of E-learning applied at MAN 1 Boalemo is to make it easier for students to access various lessons taught by the teacher. This e-learning media is an auxiliary media in learning because in terms of flexibility of place and time, if conventional learning in the classroom requires students to be present in class at certain hours, then this e-learning provides flexibility in choosing the time and place to access lessons. [5]

The E-Learning learning process carried out at MAN 1 Boalemo cannot be equated with the implementation of face-to-face learning but uses online learning methods. In this case, MAN 1 Boalemo conducted an E-Learning system learning during the covid 19 period so that all learning could be carried out optimally, especially in Arabic.

E-Learning learning is a very important learning model because learning through e-learning has the stages of learning such as face-to-face learning, only e-learning via the internet. E-learning is also a new learning model because it uses the school's website and what is interesting in this research is the increased learning outcomes even though learning is done online, the authors are interested in conducting a research entitled "Implementation of E-Learning Learning in the Covid-19 Pandemic Period. on learning Arabic at MAN 1 Boalemo".

In this study, researchers will examine the implementation of e-learning both from the learning model used, learning strategies and the ability of students

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4 Mawar Ramadhani, " Efektifitas Penggunaan Media Pembelajaran *E-Learning* Berbasis Web Pada Pelajaran Teknologi Informasi dan Komunikasi Terhadap Hasil Belajar Siswa Kelas X SMA Negeri 1 Kalasan", Skripsi Universitas Negeri Yogyakarta, 2012, h.vi.

5 Ayu Parawanti, " Pengaruh Pembelajaran Berbasis *E-Learning* Model *Blended Learning* Terhadap Motivasi Belajar Mahasiswa Program Studi Pendidikan Agama Islam Fakultas Tarbiyah Institut Agama Islam Negeri Parepare", Skripsi Institut Agama Islam Negeri (IAIN) Parepare 2019, h.25 <Https://Doi.Org/10.22201/Fq.18708404e.2004.3.66178>.

to participate in learning, as well as inhibiting and supporting factors in the learning process using E-learning.

In the implementation of this research, it is more focused on the Implementation of E-learning at MAN 1 Boalemo. The implementation of this research is expected to be able to reveal the actual picture, so it is very necessary to make observations in order to obtain complete and detailed data so that the things studied can be revealed properly. This study uses a qualitative approach, because the data to be obtained in the field is more descriptive in nature, intended to be able to know and describe in detail and clearly about the implementation of E-learning that is applied at MAN 1 Boalemo.

Broadly speaking, the data collection techniques that the researcher will use are observation, interviews, and documentation. For this reason, the data in this study, the authors use descriptive analysis methods, namely pictures or paintings in a systematic, factual and accurate way about the phenomena or relationships between the phenomena being investigated. This research will be analyzed qualitatively by collecting data, reducing data, presenting data and drawing conclusions or verification.

B. Research Finding and Discussion

Implementation Process

From the theory of learning management that in Designing and Making Materials for an E-Learning System, one must be able to do the following things, namely:

1) Provide teacher-centered content, namely instructional content that is procedural, declarative and well defined and clear.
2) Provide learner-centered content, namely content that presents the results (outcomes) of instructional that is focused on developing creativity and maximizing independence.
3) Provide work examples on content material to facilitate understanding and provide opportunities for practice.
4) Adding content in the form of educational games as a medium for practicing question-making tools. learning material must be able to make a summary.

Thus there is relevance from the results of the analysis that the researchers did that the process of implementing E-Learning learning during this pandemic which took place at MAN 1 Boalemo began with the preparation stage, namely training carried out by the school in collaboration with the Ministry of Religion, besides that there was training that was carried out by

educators with other educators related to making learning videos. Educators at MAN 1 Boalemo in implementing the E-learning learning process have carried out preliminary activities such as educators asking for news and giving encouragement and words to always maintain health during this pandemic. The core activity of MAN 1 Boalemo educators uses models and learning according to the needs of students and learning materials such as in Arabic lessons where students are interested in learning using virtual face-to-face in e-learning because it includes question and answer sessions and discussions. Finally, doing closing activities, at MAN 1 Boalemo the educators asked questions about the material that had been taught in order to find out how far the students were able to understand and master the material that had been taught.

In addition, the MAN 1 Boalemo educators gave assignments using a google form and ordered to make a summary which would later be collected via whatsapp. This shows that what distinguishes a face-to-face learning process and E-Learning learning during this pandemic is the network, platform, and equipment itself. because it is essentially the same as learning in general.

In addition, madrasas also play an important role both in developing and implementing E-Learning learning. So that in carrying out the learning process is directed and structured. The learning process that takes place at MAN 1 Boalemo is not much different from face-to-face learning. It's just that in the E-Learning learning process during the Covid-19 pandemic, the implementation fully relies on the internet network and platforms or applications and media that support learning. In this case the researcher analyzes that the learning that occurs uses various methods and learning media because it is adjusted to the material being taught.

E-Learning learning that takes place has prepared learning materials presented in a more varied and interactive way, facilitated by the school, learning resources that are easily accessible by students, the availability of flexible and easy learning materials. So when viewed from the characteristics of E-Learning learning in line with the theory According to Herman Dwi Surjono, there are several characteristics that must be possessed by E-Learning that distinguishes it from conventional learning, namely interactivity, independence, accessibility, and enrichment. [6]

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6 Herman Dwi Surjono, Membangun Course E-Learning Berbasis Moodle, (Yogyakarta: UNY Press, 2013), hal. 19 .

a.) Interactrivity

E-Learning must facilitate communication channels both in real time (synchronous) such as chat and messenger, or not in real time (asynchronous) such as forums and mailing lists. E-Learning that is carried out can facilitate the interaction of students with teachers either directly or indirectly. From the results of the analysis that the researchers did that at MAN 1 Boalemo has provided facilities to communicate actively in online learning media forums by using face-to-face virtual in e-learning which aims to accommodate students to conduct discussions and ask questions.

b) Independency.

The availability of learning materials, time, and flexible access allow students to carry out learning activities according to their respective conditions. However, this will not work well if each individual does not have independence. The learning process in the form of independence is carried out at MAN 1 Boalemo using the whatsapp platform. students are given the freedom to work on and search for material literature and assignments that have been given. Independence here also trains students to get used to learning independently without any supervision from educators.

c) Accessibility/aksesibilitas

Learning resources and academic information must be more accessible and more widely distributed than conventional learning. Students and teachers can access or share information about learning materials anytime and anywhere. The e-learning learning process at MAN 1 Boalemo has provided easy access to information related to academics, for example by providing information about learning which will later be sent via WhatsApp and students directly access the information provided by educators so that students can easily access it every time the learning takes place.

d) Enrichment

Learning activities and presentations of learning materials are presented in more varied and interactive ways, such as the use of video streaming, simulation applications, and animations. At MAN 1 Boalemo, this is done using the youtube platform where every student accesses it and looks back at the material that has been taught by the educator so that the learning outcomes that can be mastered can be fully mastered. In learning activities, these four things are needed and at MAN 1 Boalemo it has fulfilled the four things above so that it has the characteristics of E-learning in carrying out learning activities. In addition, there are other things that have been implemented by MAN 1 Boalemo

itself, starting from the preparation for implementation and evaluation, such as the following:

1) Preparation

   a) Network

One of the ways in which MAN 1 Boalemo prepares a network for E-Learning learning during the Covid-19 pandemic is to facilitate it by providing quotas. In addition, teachers can also use network devices available at madrasas because each teacher has a mandatory school schedule (work from office). The use of the network by madrasa students is quite varied, some use credit to buy cellular subscriptions and some use Wi-Fi already installed in their homes.

   b) Platfom

Platform is a program that is the main container used to run the system used in E-Learning learning. The use of the platform for E-learning at MAN 1 Boalemo varies according to the purpose of using the platform.

   c) Equipment

The equipment used in eLearning learning is also capable, starting from laptops, computers, cellphones and stable wifi internet networks.

   d) Learning Materials

The preparation of learning materials is adjusted to the platform used, for example preparing videos for YouTube, preparing presentation slides if the learning uses face-to-face virtualization in e-learning. Meanwhile, the duration of the implementation of E-Learning learning during a pandemic is relatively different from previous learning. For example, learning is carried out with a duration of 60 minutes when conventional learning is carried out, but when it is carried out by E-Learning during a pandemic it only lasts 40 minutes. This has implications for the adjustment of the material so that it can be delivered in a shorter time.

2) Implementation

In the implementation of E-Learning learning that took place during this pandemic, the MAN 1 Boalemo school was classified into two types of E-Learning learning in accordance with the theory that the researcher conveyed, namely Web-Based Learning and Virtual.

3). Evaluation

The learning evaluation carried out during the learning process at MAN 1 Boalemo took place into 2 categories. The first category is more about the implementation of learning. As with the use of the Zoom platform in ongoing learning, it was found that the use of the Zoom platform took up a lot of quota.

The solution is to use e-learning where e-learning can be done face-to-face virtual and schools must provide free quotas for students in need. And second, evaluating student learning outcomes. Which is where there are aspects of the assessment carried out by the teacher including material values and attitudes. Based on the analysis that the researchers did, the assessment process by MAN 1 Boalemo educators was by watching students make summaries which would later be sent via WhatsApp or answer questions on the googleform platform. As for the attitude assessment of MAN 1 Boalemo educators, they do it by paying attention to attendance when E-Learning learning takes place.

a. **Supporting and Inhibiting Factors**

The Supporting Factors in MAN 1 Boalemo are:

1) School Supporting Factors
   a) Permission from the Head of School
   b) The facilities and infrastructure in implementing E-Learning learning during this pandemic are already quite adequate.
   c) There are facilities in the form of WIFI, computers, modems, libraries and adequate information
   d) The existence of e-learning media used in the online learning process

2) Teacher Supporting Factors
   a) Most of the teaching staff are equipped with e-learning teaching from schools.
   b) Teacher readiness in planning the online learning process
   c) The teacher's proficiency in the use of technology

3) Student Supporting Factors
   a) Students prefer a fun way of learning by using the e-learning method
   b) Students can access the material anytime and anywhere

Meanwhile, the inhibiting factors in e-learning at MAN 1 Boalemo are:

1) School Inhibiting Factors

All activities of student teachers and principals cannot be carried out directly.

2) Teacher Inhibiting Factors
   a) Limited teacher and student interaction
   b) Difficulty in adjusting subject matter with various methods so that students do not feel bored
   c) Most of the teachers who have not been able to master e-learning perfectly because of the age factor.

        d) Limited time in delivering material

      3) Student Inhibiting Factors

a) Not all students get pocket money to buy internet packages.

b) Internet quota that runs out fast

c) Unstable internet connection because most of the students live in rural areas.

The implementation of supporting factors in the implementation of E-Learning at MAN 1 Boalemo can be said to be quite good, because in its implementation, MAN 1 Boalemo has carried out 3 stages which are quite good, the preparation, implementation and evaluation stages. Meanwhile, the inhibiting factor is that the implementation of these three stages has not been maximized. So that in its implementation there are some teachers who do not understand and carry out E-Learning learning well during this pandemic.

B. Conclusion

Implementation of E-Learning Learning During the Covid-19 Pandemic at MAN 1 Boalemo in its implementation the school carried out three stages, namely the first preparation stage, the second implementation stage, and the third evaluation stage.

a. The preparation stage can be viewed from four aspects, namely the network, platform, equipment, and learning materials

b.   Implementation stage The process of teaching and learning activities at MAN 1 Boalemo begins with opening a class through a learning platform, allowing students to fill in the attendance list for e-learning, explaining the material, and giving assignments. Various platforms are used to support learning including WhatsApp, Youtube, Google Classroom, E-Learning Madrasas, Zoom, Google forms, Quiziz. The explanation of the material is given by the teacher through various media including Voice notes, Video, and Power point.

c. Evaluation Stage The evaluation carried out by MAN 1 Boalemo was an evaluation of E-Learning learning during the covid 19 pandemic using summaries made by students from the learning outcomes that had been received, then photographed and sent via Whatsapp. In addition to using questions on Google forms. The assessment of the teacher's attitude is more observing about attendance and activity during the learning process and accuracy in collecting assignments.

The supporting factors are firstly Human Resources, most of whom have understood and implemented the E-Learning learning process during the

pandemic, the two infrastructure facilities at MAN 1 Boalemo are the availability of tools and a stable internet network making it easier for teachers to carry out the E-Learning learning process at during this pandemic. The three supporting factors in the implementation of E-Learning during the pandemic at MAN 1 Boalemo can be said to have been good. While the inhibiting factor is Internet quota which runs out quickly, this is felt by students because not all students get pocket money to buy internet quota.

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