

Students' perception about blended learning in Arabic during pandemic

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ABSTRACT

This study was conducted to know students' perceptions about blended learning model for Arabic learning during the Covid-19 pandemic for class V students of MIM Kalikuning I. This study is qualitative descriptive. Data collecting technique using observation, interview and questionnaire. Results of this study showed that all of students admit that students of class V agree the use of blended learning in Arabic learning. Blended learning is a solution in Arabic learning during the pandemic covid-19. Although there are many obstacles in its implementation, school member of MI Muhammadiyah Kalikuning I try their best to implement blended learning.

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1. Introduction

Arabic is one of the international languages. Arabic learning as foreign language has long been taught in Indonesia both formally and informally from elementary to high school [15]. But, it's not easy thing to can understand Arabic language, because it's not the language of native speakers commonly used. Therefore, it's undeniable potential to cause problems in Arabic learning [1]. Theoretically, there are two problems which are and will continue faced by Arabic learning, linguistic problems and non-linguistic problems. Linguistic problems ae problems faced by students or learners that are directly related to language. Meanwhile non-linguistics problems are problems that influence even dominantly can thwart the learning process carried out [6]. In learning process, teacher as facilitator have an important role to facilitate the continuity of teaching and learning activities. So that the learning process goes well, teacher must determine relevant learning model so it can attract students' attention in learning [3].

In recent years, world has been shocked the presence of contagious and deadly virus caused by Corona Virus-2 (serever acute respiratory syndrome coronavirus-2 or Sarscov-2) or called Covid-19 disease. Covid-19 has a tremendous impact on various aspects. Not only in education aspect, other aspects are also affected, such as downturn in the economy, declining rupiah exchange rate, skyrocketing prices of goods and food ingredients, and high prices of medical equipment [12]. Many efforts have been doing by the government to reduce cases of transmission of this virus [25]. In education sector, there are many platform or various learning digital technology which can be used as

an alternative learning answers without the need for direct meetings between teachers and students [18].

The dangerous impact of this epidemic demands Minister of Education and Culture of the Republic Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (COVID-19) [9] [2]. Purpose issuance of this circular is to break the Covid-19 chain, provide life skills education regarding Covid-19 [20]. The existence of this circular has an impact on the education field including activities and assignments given to students while studying at home through qualitative feedback [8], without being given quantitative score by teacher [25]. Research about blended learning in arabic learning previously have been carried out by several researchers such as the use of blended learning as an alternative Arabic learning model in pandemic era [9] [21], evaluation the application of blended learning in Arabic learning at SMPIT Ibadurrahman: a case study in class VII Akhwat [10] [4], mahārah al-kitabah learning based on blended learning at the higher education level [18], students' perception of arabic learning management system through blended learning model [19] [5].

Although several similar studies have been conducted, research related to blended learning has never been conducted at MI Muhammadiyah Kalikuning 1. Therefore, this study discusses about blended learning in Arabic learning carried out in MI Muhammadiyah Kalikuning 1 in the fifth class of the even semester in 2020-2021 school year. This study focused on students' perceptions about blended learning model for Arabic learning during the Covid-19 pandemic for class V students of MIM Kalikuning I.

2. Method

This study is qualitative descriptive to describe phenomena or characteristic someone, situation or groups accurately [17]. In this study, researcher using saturated sample technique which is a sampling technique if all members or the population are used as samples. This is done if the population less than 30 people. Another term for saturated sample is census, where all members or population are used as samples [17]. The population in this study were all students of MI Muhammadiyah Kalikuning I. While the sample was 15 students of class V MI Muhammadiyah Kalikuning I.

This study was conducted in MI Muhammadiyah Kalikuning 1 even semester of the 2021/2022 academic year located in Sono, Kalikuning, Tulakan Pacitan. Data collecting technique in this study were observation, interview and questionnaire. Interview conducted to headmaster and Arabic teacher in MI Muhammadiyah Kalikuning I, while questionnaire was given to students of class V MI Muhammadiyah Kalikuning I.

3. Findings and Discussion

Data of this study get from interview with headmaster of MI Muhammadiyah Kalikuning 1 there is Didik Priyanto, and Arabic teacher there is Didik Prasetya. Besides that, researcher also get the data from questionnaire given to 15 students consist of 6 boys and 9 girls. Results of questionnaire about student's response to blended learning model in MI Muhammadiyah Kalikuning I.

3.1. Blended learning on Arabic learning in MI Muhammadiyah Kalikuning I

Arabic teacher in MI Muhammadiyah Kalikuning I give a great effort to serve their students in carrying out learning during the pandemic. Result interview with Arabic teacher of class V in MI Muhammadiyah Kalikuning I state that in order to achieve good learning without violating health protocols during pandemic, teacher use new learning models that have never been used in schools before. All of school members also asked to give attention and obey health protocol when face-to-face learning in the middle of pandemic era [22]. Since there is a pandemic covid-19, teacher used bended learning [24] in Arabic subject of class V. Teacher also used various innovation in learning with the hope that students don't feel bored studying during pandemic. Blended learning is one of teacher innovative learning used in pandemic era accompanied by motivation and guidance to students to keep spirit of learning like before the pandemic even though not face to face every day.

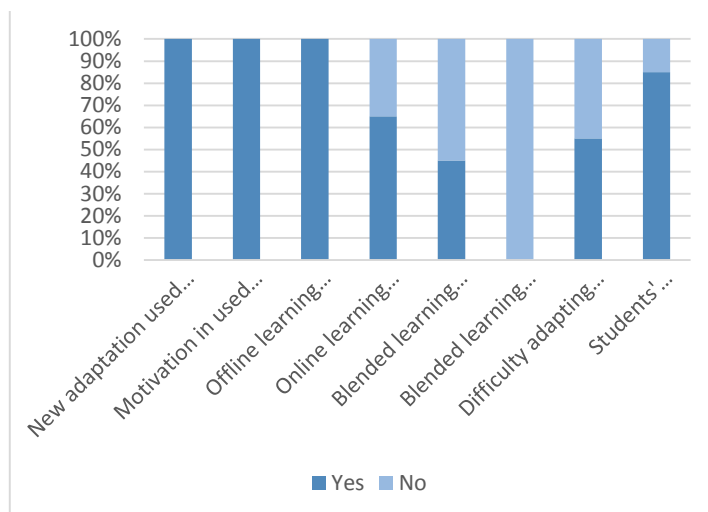


Fig. 1. Student's response to blended learning model

During a pandemic, many teachers get the difficult to convey lessons well because of the restrictions on interaction between teachers and students. In addition, if the teacher doesn't have good learning innovation it will have bad impact on students' understanding. Blended learning model in Arabic learning get good response from students as an alternative learning during a pandemic. It can be seen from the percentage of students who answered yes as much as 100%. This means that all of students admit that students of class V agree the use of blended learning in Arabic learning.

Headmaster of MI Muhammadiyah Kalikuning 1 also state that during learning process used blended learning, school doesn't provide the facility to doing online learning. It's because lack of funding sources and limited budget funds. However, these limitations don't reduce learning process continues using combination of two learning models by maximizing each other's learning process. Maximizing learning done by face to face carried out using health protocols in accordance with an appeal from the health department. On the other hand, students of class V have difficulty understanding the material presented by the teacher through online learning because teacher gives better explanation when face to face. However, all school members maximize learning during pandemic with blended learning model.

In addition, some of the efforts mentioned above, there are many other efforts made by the school to optimize learning in schools during pandemic covid-19. Efforts made by the school in optimizing Arabic learning during pandemic are follows:

- Used blended learning in Arabic through (1) Face to face learning, held on Mondays and Thursdays. Face to face learning held with the Arabic teacher provides an explanation of the material in the form of audio that has been delivered by teacher through online media. Teacher as best as possible provides an explanation with the aim that students understand lesson in accordance with the targeted sub-chapters. (2) Online learning, using online media or e-learning through WhatsApp application. The teacher gives assignments and delivers some learning materials through audio and pictures from Arabic reference books from schools.
- Supervision from the headmaster by paying attention to the interaction between teachers and students while in WhatsApp groups and when in the class. Teacher evaluation also carried out every month to monitor student progress and several things that must be evaluated during learning process using blended learning model. Although the headmaster never provided special training to Arabic teacher, they have been able provide innovation in delivering learning materials when using online media or when delivering material through face to face.
- Fulfilment of health protocol abased facilities. The facilities provided by school to comply health protocols are water faucets, sinks, hand sanitizers and thermo guns. Although school doesn't provide online learning facilities as a whole, the headmaster has communicated with students' parents regarding learning with blended learning model that involve face to face learning and online learning.

From the explanation above, it can be concluded that the optimization of Arabic learning using blended learning model is carried out in various ways by the teacher and all of school members [11]. Starting from the facilities provided during face to face meetings, reference book learning, motivation from teacher, and other services that support learning and for the comfort and safety of all school residents during the pandemic.

3.2. Student Obstacle in Blended Learning at MI Muhammadiyah Kalikuning I

In the implementation of blended learning, there are several obstacles passed both by teachers, students, and headmaster. Size of an obstacle are variety, and influenced by conditions and managerial potential. The ability to predict and anticipate can minimize the various obstacle faced, as well in optimizing Arabic learning using learning model that has never been used before. However, size of the problems faced by the teacher will not reduce their enthusiasm in educating children's nation.

In line with the headmaster of MI Muhammadiyah Kalikuning I said about the obstacles in learning using blended learning model is the lack of adequate facilities such as networks and data packages for teachers and students. The existence of complaints from parents and guardians related to the new learning model has become a material for discussion for all school members. However, headmaster and teachers always try to provide good explanations regarding the existence of blended learning model for Arabic during pandemic. In addition to complaints from the students' parents regarding the learning model, efforts of headmaster and teachers in optimizing Arabic learning during the pandemic are still carried out to the maximum. The obligations and responsibilities of teachers are still carried out properly in educating students, as well as accepting criticism and suggestions from all school members for the common good.

The teacher is the manager of learning in the classroom, while the headmaster is the institutional top manager in school. The headmaster gives trust to teachers as educators who will educate their students become intelligent, accomplished, faithful, and devoted generations, such as the vision of MI Muhammadiyah Kalikuning I. In this case, Arabic teacher always try to overcome the obstacles arise on the process of optimizing Arabic learning at the school.

3.3. Teacher's Efforts in Overcoming Students' Obstacles through Blended Learning

Arabic teachers have tried to overcome obstacles arise in learning using the blended learning model through discussions with the headmaster and students' parents during the previous plenary meeting. Plenary meetings between teachers and students' parents held every two months. In these meetings, teachers and students' parents exchange information, criticism, suggestions and other matters related learning [13].

The headmaster also provides enrichment for subject teachers whose students do not reach the complete value target in learning process. In this case, enrichment and evaluation of Arabic teachers was also carried out at MI Muhammadiyah Kalikuning I. In addition, the school also completes the Arabic LKS book and facilitates the Subject Teacher Consultation (MGMP) program. The headmaster also provides additional guidance, in meetings (sharing) with committees, headmaster, and students' parents. So that the problems experienced by subject teachers can be overcome by deliberation that results in consensus [14]. Problems related to complaints from students' parents related to the lack of online learning facilities and the existence of restrictions on meetings between teachers and students the headmaster gave an explanation according to what requested by the Education and Culture Office as well as an appeal from the Health Service of the Republic of Indonesia regarding the existence of social restrictions, during the Covid-19 pandemic [23]. While the problems related to online learning facilities, teachers and headmaster have cut the material that will be given to students in the form of an outline of learning audio material, videos, pictures, and assignments in the form of short descriptions to minimize the use of data packages.

Assignments and outlines of learning materials are delivered on Wednesdays and Saturdays, while Mondays and Thursdays are in the form of face-to-face meetings at schools. The homework given by the teacher is carried out independently by students on Tuesdays and Fridays. The purpose of providing learning audio, videos, pictures and assignments in the form of short writing is so that students can prepare lessons that will be discussed at face-to-face meetings at school. So that when students arrive at school, they already have knowledge about the subject matter that will be delivered by the teacher [16].

Based on the explanation above, it can be concluded that Arabic teachers and schools at MI Muhammadiyah Kalikuning I are trying to overcome the obstacles arise to optimize Arabic learning. In this case, various efforts have been made to both conduct enrichment and evaluation of subject teachers whose students do not reach the value completeness target in learning process. In addition, the school also completes Arabic worksheets and facilitates Subject Teacher Deliberation program (MGMP), as well as providing space for students' parents to submit constructive criticism and suggestions.

4. Conclusion

Efforts made by the school in optimizing Arabic learning during pandemic are follows blended learning, supervision from headmaster, and fulfilment of health protocol abased facilities. The optimization of Arabic learning using blended learning model is carried out in various ways by the teacher and all of school members such as face to face learning and online learning. The obstacles in learning using blended learning model is the lack of adequate facilities such as networks and data packages for teachers and students. There are some efforts in overcoming students' obstacles through blended learning, such as plenary meeting, enrichment and evaluation of Arabic teachers, completes the Arabic LKS book and facilitates the Subject Teacher Consultation (MGMP) program.

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